

# Buttercup Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY258314
<b>Inspection date</b>	25/07/2011
<b>Inspector</b>	Karen Tervit

<b>Setting address</b>	Station Road, Seaham, County Durham, SR7 0BN
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Buttercup Nursery was registered in 2003 and is one of three facilities operated by Buttercup Nurseries Limited. It operates from four playrooms and associated facilities within a two storey self-contained building. It is situated near the centre of Seaham in County Durham. Children have access to four enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. Out of school hours care is offered each weekday during term time from 7.30am until 8.45am and 3pm until 6pm and from 7.30am until 6pm during school holiday periods.

The nursery is registered to care for a maximum of 96 children under eight years at any one time, of whom 44 may be in the early years age range. There are currently 110 children attending in this age group. The nursery also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It currently supports children who are learning English as an additional language.

There are 23 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One member of staff has Early Years Professional Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive and very welcoming environment. Overall they are making good progress as the nursery provides a rich learning environment indoors and mostly outdoors. Partnerships with parents are good and are developing well with other providers of the Early Years Foundation Stage. Detailed observations are used well to inform practice. Effective systems for monitoring and evaluating the quality of the provision mean that their capacity to maintain continuous improvement is good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the planning and resourcing of the outdoor environment to enable children of every age to access all areas of the curriculum in outside learning through spontaneous and explorative play
- develop further the partnerships with other provisions children attend, or are about to attend, that are delivering the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected. Safeguarding is given high priority. All staff have attended safeguarding training and have a good knowledge and understanding of signs of abuse and also the correct reporting procedure to follow with any concerns. Robust recruitment procedures are followed and all staff have been appropriately vetted. Effective risk assessments and monitoring of accidents ensure risks are effectively minimised and children play in a safe and secure environment. All staff have an appropriate current first aid certificate resulting in children being well protected if they have a minor accident.

Resources are deployed very well throughout the nursery, providing children with an environment in which they have lots of choice and independence in what activities they select. The indoor environment is vibrant and provides children with a wealth of play and learning opportunities across all areas of learning. All children, including babies access outdoors on a daily basis. However, the planning and resourcing of the outdoor environment does not always mirror the good indoor provision or cover all areas of learning. Children who speak English as an additional language are very well supported by staff who gain as much information as possible to meet their individual needs. There are lots of meaningful displays of children's other languages and parents are encouraged to contribute to children's learning, for example, by supplying food packages from their culture to add to the role play area. Effective methods for self-evaluation are in place. Staff, parents and children can comment on the nursery and suggest ideas and improvements. The nursery has made good progress since its previous inspection and has effectively addressed the actions and recommendations made. Since the last inspection there has been significant changes to the management team and staffing. The directors and the new manager have worked closely together to improve outcomes for children and minimise any disruption caused by these changes.

Wide-ranging information is available to parents in a variety of forms. For example, daily diary sheets, newsletters, noticeboards, colourful scrapbooks and daily discussions are all easily accessible to parents. Partnership with them is highly effective and they have very good opportunities to be involved in their children's learning and development, for example, through parents' evenings. Parent comment sheets enable them to provide information on observations they have made at home about children's likes and interests. This is then used by staff in planning or as a talking point with children. The nursery is aware of the importance of establishing good links with other providers of the Early Years Foundation Stage. They are keen to develop these partnerships further and are beginning to strengthen these links to fully ensure continuity in care and learning. There are no children with special educational needs and/or disabilities currently attending the setting. However, the nursery has suitable plans in place for taking steps where appropriate to ensure that all children are fully included at the setting.

## **The quality and standards of the early years provision and outcomes for children**

An effective key worker system is in place which helps children develop strong relationships with staff and feel secure in the nursery. Staff have a good knowledge and understanding of the children's individual needs, gaining detailed information from parents. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children are detailed and staff ensure that children's achievements are accurately recorded. These are then used very effectively to inform planning of activities around children's interests and individual next steps. Children's artwork and beautiful photographs of their learning journeys are creatively displayed on the walls and from the ceilings. This gives children a sense of pride and belonging.

Children are keen to learn and freely move around selecting activities which interest them. For example, babies enjoy using their senses as they investigate treasure baskets, different floor textures, sand and shaving foam. Good opportunities for children to build on their communication language and literacy are in place as staff talk to children clearly and at their level. They ask open-ended questions to promote children's thinking and imagination. Children of all ages are developing an enjoyment of books. Babies cuddle in for stories and older children listen carefully to stories or select their own books. Some children are able to write their own names and recognise simple words as they match them to pictures. Children enthusiastically join in with songs and rhythms as they count the frogs and pretend to be monkeys jumping off the bed. Children receive good opportunities to develop their physical skills as they run, jump and ride their bikes outdoors. They have suitable opportunities to develop early calculation skills, using some number language in their play. They recognise some numbers as they measure themselves against the wall to find out who is tallest. They learn about the world around them, hunting for mini-beasts in the garden and growing their own flowers and vegetables. They develop a positive approach to other people's similarities and differences. They learn about festivals from other cultures, for example, celebrating Polish Mother's Day.

Children manage their own needs well, putting on cardigans when cold and taking them off as they get warm running around. They receive a varied and healthy diet. Food is freshly prepared on site each day by a cook who is skilled at ensuring children get a balanced diet often hiding a variety vegetables in sauces. Older children develop good independence skills as they serve their lunches, clear and scrape their plates. Children have good opportunities to learn about staying safe and behave very well. They regularly practise emergency evacuation procedures, have visits from the lollipop lady and talk about road safety. They move around confidently and are able to take well-managed risks. For example, young children competently climb the stairs for lunch carefully holding onto the bannister.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met