

Buttercups Private Nursery

Hope Cottage, Lane End, Hopwood, Heywood, Lancashire, OL10 2JE



Inspection date

19 February 2015

Previous inspection date

24 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Supporting children's communication and language development is a strength of the nursery. Children take part in an excellent range of activities to support their learning within nursery and at home.
- Partnerships with parents and other professionals are highly effective. Managers and staff work very close with them to support children's learning and development and ensure their care needs are met.
- Children with special educational needs and/or disabilities are very well supported. The manager ensures staff have access to appropriate training and staff ensure they get to know the children very well. As a result, targeted interventions are secured and children make very good progress.
- The nursery's leadership has a strong commitment to continuous improvement. Numerous systems have been implemented to audit and reflect on the quality of the provision and ensure priorities for improvement are identified and acted on.
- The recommendations raised at their previous inspection have successfully been addressed. This has had a good impact on the quality of observation, assessment and planning and contributed to a safer environment for children.
- Staff work well together, they have created a stimulating, homely and relaxed environment for children to explore.

It is not yet outstanding because:

- Staff do not always make best use of spontaneous activities to foster children's interest outdoors.
- Mealtimes are not always social occasions for children because staff do not consistently sit with them, to enhance their social skills. Therefore, some young children become a little disruptive while waiting to be served.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's learning, by improving how staff support children's changing interests outdoors, through spontaneous and exciting activities that continue to motivate them to learn
- enhance children's social skills and behaviour at meal times, for example, by consistently sitting with children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of how children learn and how to support this. They provide a very good range of activities that supports children's learning and development across all areas of learning. Children access an excellent range of resources that support their independence and ignite their interests and motivate them to learn. However, staff do not always respond as well to children's spontaneous interests. For example, while children are playing outdoors in the rain, they do not use this opportunity to extend and challenge children's learning. A wide range of experiences support children's reading and writing skills, in preparation for school, and a good range of activities promotes children's understanding of the world. Monitoring and tracking of children's progress is thorough and ensures any gaps in individual or groups of children's progress are identified and addressed. This means that all children make good progress from their starting points. Lots of messy play opportunities in the younger children's rooms encourage babies to explore using all their senses. Plenty of space and a good range of equipment support children's physical development well and they are well prepared for their next stage in learning.

The contribution of the early years provision to the well-being of children is good

The environment is safe, stimulating and welcoming. New children settle-in well because staff allow them to explore the nursery at their own pace and support them very well, which ensures children form strong attachments with them. An excellent range of planned and spontaneous activities in all rooms teach children to keep themselves safe. For example, professionals, such as police officers and fire fighters, are invited in to the nursery to talk with the children. Children's health is effectively fostered. For example, children are served healthy meals and snacks and have regular visits from the oral-health team. However, mealtimes are not always social occasions because sometimes staff do not sit with the younger children. This means that some children become a little disruptive while waiting to be served. Staff are good role models and consistently praise children for their achievements and kindness, such as sharing. This helps children to form friendships and, overall, they learn about what is acceptable behaviour.

The effectiveness of the leadership and management of the early years provision is good

Managers have a good understanding of their responsibilities, and implement a range of procedures and policies to support children's health, safety and well-being. Regular checks on the quality of teaching, planning and assessment support children's progress. Robust systems for evaluating what is working and what needs improvement include the views of parents, children and the local authority. Effective recruitment ensures that staff are suitable to work with children. Regular training ensures staff understand child protection procedures and act appropriately to safeguard children. Most staff have relevant qualifications, which has a positive impact on children's learning. Staff are regularly supervised, appraised and complete peer observations to reflect on their practise and

identify areas where they need support.

Setting details

Unique reference number	316445
Local authority	Rochdale
Inspection number	868361
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	90
Name of provider	Buttercups Ltd
Date of previous inspection	24 February 2009
Telephone number	01706 366 311

Buttercup Nursery was registered in 2000. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2 or 3. In addition, the manager has completed an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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