

Inspection of Buttercups Pre-School Cio

The Village Meeting Place, The Green, North Runcton, Norfolk PE33 0RB

Inspection date: 16 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages exhibit a sense of comfort and well-being in this welcoming pre-school environment. They arrive with enthusiasm and are greeted by dedicated staff members. Children promptly engage with a variety of activities available in the room. They establish meaningful connections with the staff, which fosters strong attachments. These bonds support the development of children's confidence and emotional security, enabling them to fully benefit from the learning opportunities provided.

Children participate in various learning activities throughout the day. They engage in role play outdoors, collaboratively building walls with blocks alongside their peers and staff. They practise taking turns while constructing a wall in the playhouse using blocks. Children use tools, such as drills, to secure the wooden frame. They verbally describe their actions, such as stating, 'We are drilling.'

Staff truly nurture the children in their care. They place a high priority on children's emotional security and show genuine care for each child. For instance, they give cuddles and share stories with children in cosy book areas. This supports children's emotional well-being and helps them to feel secure and happy. Children display good levels of independence. For example, they collect their own coats from the cloakroom, put them on before going outside and hang them back up when they return inside. They are encouraged to use the toilet independently and follow good hygiene practices, such as washing their hands before eating snack.

What does the early years setting do well and what does it need to do better?

- Staff develop children's communication and language skills effectively. Staff use strategies appropriate to the developmental stages of children. For example, they use descriptive language, simple sentences and commentary. This helps children to develop good communication and language skills. For example, children are encouraged to draw shapes in oats using their fingers, with staff using single words such as 'circle', 'square' and 'triangle' to describe the shapes they make.
- Staff are keen for children to learn about the world around them and the people in their local community. For example, they were recently visited by a police officer, where they learned about people who help us. The pre-school has also developed strong relationships with local schools. For instance, class teachers come to visit the children in pre-school. This positively supports children's transitions from pre-school to primary school.
- The pre-school reflects the diverse cultures of the children who attend. This helps children to feel seen, valued and included, boosting their self-esteem, sense of identity and belonging. It also encourages respect for diversity. Children

build positive social skills and thrive in a rich learning environment. They learn from each other.

- The staff are committed to promoting healthy living. Recently, they have introduced snacks to support healthier options and provide children with a variety of fruits. Staff encourage parents to prepare healthy packed lunches for their children. As a result, children learn the importance of maintaining their health and taking care of their bodies.
- The management team ensures that staff have a comprehensive understanding of their safeguarding roles, responsibilities and the appropriate procedures to follow in the event of any concerns regarding a child or adult, through ongoing training and staff meetings. They maintain a safe and secure environment for children. Moreover, the management team supports staff's professional development through regular supervision meetings. Although staff's practice is observed and training opportunities are discussed, leaders have not considered further ways to sharpen processes to help staff improve their teaching skills and practice to a consistently high level.
- Partnership working with parents is excellent. Information is regularly shared to ensure parents have a fully up-to-date understanding of their child's progress. Staff work closely with parents and other agencies to ensure children and families get any additional help and support in the quickest time possible. This highly effective two-way communication provides consistency for the children between home and the pre-school.
- Although staff place a high focus on supporting children's communication and language development, they do not always understand how background distractions can affect children's ability to listen, hear and concentrate.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to develop the already good practice, supporting staff to consistently develop their teaching skills to an even higher level
- support staff in recognising the impact background noise has on young children's communication and language development.

Setting details

Unique reference number	EY542084
Local authority	Norfolk
Inspection number	10380469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	27
Name of registered person	Buttercups Pre-School CIO
Registered person unique reference number	RP542083
Telephone number	07934 170412
Date of previous inspection	11 June 2019

Information about this early years setting

Buttercups Pre-school Cio registered in 2017. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at levels 3 to 6, including the manager, who has early years professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am to 3.30pm on a Monday, Tuesday and Friday and from 8.30am to 12.30pm on a Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Roswana Bibi

Inspection activities

- Discussions were held with the nominated individual, the manager and staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- A learning walk was completed, and the manager talked to the inspector about the pre-school curriculum and what they want the children to learn.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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