

# Buttercups Pre-School Cio



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

<b>Inspection date</b>	11 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff create a nurturing environment where children feel happy and secure. Children form close relationships with their key person. Staff understand children's personalities and individual needs. Children arrive at the pre-school eager and ready to engage in play with their friends.
- The manager and staff have high expectations for all children. Staff use effective teaching skills to help children make good progress in their learning. Children have access to a wide range of activities that are interesting and help to keep them motivated as they play.
- Partnerships between the pre-school and parents are particularly strong. Staff know the families well and communicate with parents regularly about their children's progress. Staff provide regular ideas for activities that help parents to support their children's learning at home.
- The manager and committee work closely together to support the ongoing development of the quality of the pre-school. They value the views of staff, children and parents. Staff have good support from the manager in their professional development.
- Children gain a strong sense of local community life and beyond. They regularly visit places of interest in the village and receive a variety of visitors to the setting, such as a postal worker and a dental nurse, to enhance their knowledge and experiences.
- Systems for analysing the progress made by different groups of children are still being developed.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

#### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to report any concerns about children and adults. They demonstrate an understanding of the wider forms of abuse. Recruitment of staff is robust to ensure they are suitable to work with children. Staff are well supported to gain qualifications and attend any relevant training. This helps them to develop their professional skills and knowledge. Training has been particularly successful in improving staff's abilities in further promoting and teaching mathematics in the pre-school. Staff carry out thorough risk assessments and take steps to minimise potential hazards. Parents speak highly of the setting. They feel they are listened to and staff are friendly. Staff have developed good relationships with the schools that children will eventually join.

### Quality of teaching, learning and assessment is good

Staff carry out regular observations of children during play and carefully use these to identify children's next steps in their learning. Children concentrate well while they play and are keen to be involved. For example, they carefully follow a visual recipe when making dough. They are encouraged to use simple calculation and check that they have put the right number of cups for the ingredients into the bowl. Staff effectively support children's communication and language development. They talk through activities as they play alongside children and listen carefully to what they say, answering their questions and engaging in conversation. Children thoroughly enjoy stories and listen well. They participate enthusiastically in music-and-movement sessions, expressing themselves through dance, and are confident to have a go at making sounds with unusual musical instruments.

### Personal development, behaviour and welfare are good

Staff make all children and their families feel very welcome. New children settle quickly and receive good support. Children are confident and are able to communicate well with staff and their friends. Children behave well and staff respond effectively to any minor issues. They learn to cooperate and share resources. Children are familiar with daily routines and are supported to manage their own self-care needs. Children enjoy independent tasks, such as serving themselves healthy foods and pouring drinks at snack time. They demonstrate an understanding of healthy and unhealthy foods through discussion. Children engage in risky play and develop an understanding of how to keep themselves safe. For example, they use real hammers to tap nails into wood.

### Outcomes for children are good

Children are making good progress from their starting points and are gaining the skills needed for their move to school. Children demonstrate an eagerness to learn and show curiosity in their play. They enjoy exploring textures, such as water, sand and shaving foam. Children develop early literacy skills. They confidently write their name and sound out the letters of other small words.

## Setting details

<b>Unique reference number</b>	EY542084
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10089885
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Buttercups Pre-School
<b>Registered person unique reference number</b>	RP542083
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07934 170412

Buttercups Pre-school Cio registered in 2017. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications from 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.

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