Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Buttercups Day Nursery
Bryn Coch House
Upper Bryn Coch Lane
Mold
Flintshire
CH7 4AE

Date of inspection: April 2019

by

Care Inspectorate Wales (CIW)

and

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

About Buttercups Day Nursery

Name of setting	Buttercups Day Nursery
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Gavin McCarthy
Person in charge	Emma Roberts
Number of places	68
Age range of children	4 months to 5 years
Number of children funded for up to two terms	10
Number of children funded for up to five terms	0
Opening days / times	7:45am to 5:45pm, Monday to Friday
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	13/11/2017

Date of previous Estyn inspection	09/06/2015
Dates of this inspection visit(s)	30/04/2019

Additional information

Nearly all children come from English speaking homes.

The Welsh language is used occasionally with children and one practitioner speaks Welsh fluently.

There were no children with additional learning needs.

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Adequate**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Adequate**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Improve pre-school children's independence at snack time

R2 To plan effectively to enable children to develop their skills across all areas of the curriculum

R3 Use assessments effectively to plan next steps in children's learning

R4 For leaders to act upon findings effectively in the setting's self-evaluation procedures to improve children's learning

R5 Provide worthwhile opportunities for children to engage with the community

What happens next

The setting will draw up an action plan to shows ho it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Nearly all children make confident choices and decisions, such as choosing where they play and who they play with. Most children know that practitioners listen to them and respect their wishes. For example, older children decide which room to play in or whether or not to play outside. Younger children express themselves confidently in their first language or by using sign language. For example, babies express the sign for a drink and practitioners respond promptly by offering them a drink.

Nearly all children feel safe and secure. For example, almost all children settle quickly when they arrive. They have warm and respectful relationships with one another and practitioners, and are happy and settled at the setting. They develop their confidence and self-esteem well, especially in the baby room where children interact effectively with their dedicated practitioner. Nearly all children take pride in their achievements and are happy to show what they are making and doing to others.

Nearly all children are well behaved and show care and concern for each other. They are beginning to wait patiently for others to complete tasks before taking their turn, for example whilst engaged in a digging activity. Most children in the pre-school room form friendships with others effectively and play particularly well together.

Nearly all children are curious and active learners. For example, babies explore a box of silver balls purposefully and enjoy playing with silver paper. Many children concentrate and engage with tasks for appropriate periods of time, such as guiding a remote control car through an obstacle course. Children enjoy their activities. For example, toddlers are fascinated feeling the sensory bags and looking at the lava lamps with plastic fish in them, and they enjoy watching cows and calves in the field next door.

Nearly all children learn skills that promote their independence and development appropriately through the daily routine and the variety of play opportunities. For example, babies learn to pull themselves up and walk and older children learn pre-writing skills using many materials such as chalk. Older children wash their hands, go to the toilet independently and put on their coats and shoes by themselves. Children in the toddler room wipe their own faces and a majority of babies feed themselves. Children in the pre-school room help themselves to play and learning items confidently, such as mark making implements. However, they do not develop their independence well enough at snack time.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

Most children make at least appropriate progress over time, particularly in developing speaking and listening, and personal and social skills, such as sharing and taking turns. However, overall, children do not develop their skills systematically across all areas of learning well enough.

Most children develop their early literacy skills well. Nearly all communicate with each other and adults confidently using simple sentences. Most children join in with daily speaking tasks, such as answering the register with confidence. They listen well during group times and respond appropriately to questions, for example when talking about the weather.

Most children listen carefully to stories and respond with enthusiasm, joining in when appropriate. Many choose to look at books independently and turn pages appropriately, joining in with familiar rhymes. They listen well during snack time and respond appropriately to instructions. When given the opportunity nearly all children make marks confidently, such as using the chalk boards outside and writing their names on their paintings. Most children handle writing materials well and nearly all develop a suitable understanding of writing for a purpose, for example when they 'draw' a map to find hidden treasure.

Most children develop appropriate numeracy skills. They learn to form numbers and count when using dough and appropriate resources. Nearly all children count to twenty with confidence and many count back from ten to zero with accuracy. However, few children use mathematical language appropriately such as to count or refer to size and shape naturally in their play, and some children are confused when counting. In general they do not make good enough progress in developing their understanding of mathematical concepts over time.

Nearly all children develop their physical skills well, such as balancing on beams, using bikes and scooters, pushing prams, and throwing large balls into hoops. Most develop their creative skills appropriately, such as when they make paintbrushes with pegs and use paint to create pictures of their own choice. Overall, children develop a suitable range of information and communication technology (ICT) skills. For example, a few control a simple remote control car effectively and press buttons to listen to instructions during their activities. However, they do not develop their skills to operate a range of ICT equipment during play activities well enough over time.

During group sessions, nearly all children join in with simple Welsh songs readily. They learn a few Welsh words, such as colours and the days of the week. However, in general children's use of Welsh in their play is at a very early stage of development.

Care and development: Good

Practitioners are kind and supportive and keep children safe and healthy. All practitioners know the children well and treat them with respect. For example, they greet them by name and discuss family events with them. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners are able to discuss their role in relation to safeguarding procedures with confidence.

Practitioners place a high priority on children's health and safety. All have attended appropriate training courses such as first aid, food hygiene and safeguarding. All practitioners follow good hygiene procedures consistently. For example, they wash their hands and wear aprons and gloves appropriately. They provide daily opportunities for children to play outside and the dedicated cook ensures that children are provided with healthy meals and snacks.

Practitioners follow good procedures for recording accidents or injuries, and administering medication consistently. These records are reviewed monthly to identify patterns that may need attending to, should they occur. Fire evacuation drills are practised and recorded at least every three months and this ensures that children can be evacuated safely in an emergency.

Practitioners encourage children to be courteous and to use good manners. They model considerate behaviour and prompt children to practise their manners and be helpful in their day to day play. For example, they encourage children to be helpful by tidying toys away. All children are encouraged to try new tastes and praised when they do so. Practitioners use positive behaviour strategies and deal with any discontent. They are consistently kind and gentle when speaking with children and this leads to a positive and relaxed atmosphere.

Practitioners have a clear understanding of children's needs, their abilities and their individual preferences. They have attended training to care for children with medical needs and provide ample signage in food preparation areas so that they can meet the needs of children with allergies. They provide a caring environment and put children's needs first. For example, practitioners ensure that children sleep when needed and are given ample time to complete tasks. Practitioners complete regular assessments for all children and therefore have a good understanding of their stage of development. They subsequently plan activities and evaluate them to ensure good outcomes for the children. Practitioners introduce Welsh naturally, with occasional words, phrases, songs and rhymes. There is an effective key worker system, which supports positive and effective communication with parents and ensures good outcomes for the children.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

The room leader provides suitable and engaging learning experiences that support children appropriately to develop skills across the areas of learning. Practitioners provide suitable activities that the children enjoy, such as opportunities to move to lively music, pouring dry and wet sand and studying flowers with magnifying glasses. However, these do not support the children well enough to develop their skills, knowledge and understanding in all areas. Practitioners do not provide sufficient well thought out focused tasks to develop children's learning systematically or plan carefully to reinforce and embed their learning through activities they can choose for themselves.

The setting provides plenty of suitable opportunities for children to develop their literacy and communication skills, such as when they include note books and pencils in the role play area, and writing implements and books in the outdoors.

Practitioners support children's Welsh language development appropriately. For example, many practitioners model language suitably, and encourage children to count, sing and use common words and phrases during adult led sessions. However this is not reinforced consistently enough by all practitioners. In general, practitioners provide worthwhile opportunities for children to learn about Welsh culture and heritage. For example, they wear traditional dress and paint daffodils as part of their St David's Day celebrations and use these costumes in their role play area.

There are regular opportunities for children to develop numeracy skills, such as counting footsteps and making prints using water. However, in general, practitioners do not co-ordinate this provision well enough to ensure that all children make the best progress.

The setting provides appropriate opportunities to develop children's ICT skills through a suitable range of activities. However practitioners do not plan sufficiently regular opportunities for children to develop children's ICT skills systematically over time.

The room leader plans interesting activities that develop physical skills well. These support children to develop their physical skills through riding bikes, throwing large balls through hoops and joining in with marching and dance sessions with confidence. All practitioners are good role models and support children to develop respect for others and a sense of right and wrong effectively. They provide worthwhile opportunities for children to learn about living things and this supports their spiritual development well. For example, they encourage children to use magnifying glasses to study leaves, and learn to care for a pet tortoise.

The room leader gathers beneficial information about children's progress. She observes all children effectively and is starting to use this information to build on children's individual skills. However, practitioners do not use this information consistently to identify next steps that challenge all children, including more able children, effectively.

Environment: Good

Leaders ensure that the accommodation is safe and secure both indoors and outside. They have completed thorough risk assessments for both the inside and outdoor learning environment. These are reviewed and updated regularly. Practitioners supervise the children well to minimise potential risks.

All staff ensure that the environment is inviting and suitable for children's play and learning. For example, practitioners create colourful displays of the children's work. The overall environment is bright, clean and colourful and provides children with an effective learning and play space. However, some indoor room dividing fences are

worn. The environment promotes children's self-help skills. For example, toy storage is at child height so they can access them easily and tidy away independently because they know where things are kept. The children's toilets and hand washing facilities are also easily accessible to the children, including soap and paper towels. Nappy changing areas for babies and toddlers are well resourced, clean and well maintained.

Leaders ensure that there is a good complement of quality resources that are appropriate for the children's age and development. Children are cared for in rooms and outdoor areas equipped to enable practitioners to promote children's independence and encourage them to learn and develop. They provide sufficient quantities to ensure that all children have equal access, choice and variety of toys and resources. They also provide a wide range of toys and equipment to promote cultural awareness, including books, dressing up items and dolls. Many items of furniture were made of natural materials, such as wood or wicker. Leaders also provide a suitable range of resources in the outdoor learning environment, for example riding on toys, chalking in the yard area climbing, growing fruit and vegetables and caring for a hen on the grassed area. All resources are clean, well maintained and fit for purpose.

Leadership and management: Adequate

Leaders provide all the information required in an up to date statement of purpose. The setting's newly appointed pre-school supervisor is committed to providing good quality pre-school experiences for children. She is passionate about her role and values her staff. She leads by example and is a strong, caring presence. This is starting to create an environment where all work together and support one another well. However, it is too soon to see any measurable impact on children's standards or on the quality of provision. The person in charge works closely with the responsible individual and keeps them well informed through regular updates and daily conversations.

Leaders have compiled a quality of care review which considers the opinions of parents, children and staff. Leaders are beginning to develop suitable self-evaluation processes and planning for improvement for the pre-school. However, these are at an early stage of development, particularly the setting's systems for developing children's numeracy skills systematically and effectively. Strategic planning to address priority areas is not sufficiently robust to bring about necessary improvements. As a result, the setting has not identified important areas for development, such as setting suitable expectations for the funded children, and ensuring that there are sufficient practitioners with relevant and appropriate experience to deliver the foundation phase curriculum.

The setting complies in full with safe recruitment processes for all new appointments. The management team ensures that there are a sufficient number of practitioners working in the setting. Most practitioners are well qualified and deployed effectively. However, many practitioners in the pre-school area are not familiar with the foundation phase curriculum, which reflects on the quality of teaching and support during activities.

All practitioners have appropriate and up-to-date job descriptions that ensure that they have a suitable understanding of their role in the setting. However, processes for staff appraisal and professional learning are underdeveloped. As a result, practitioners do not fully understand their responsibilities well enough, for example their role in planning learning experiences or helping children to become independent. The setting values the advice and support they receive from the local authority advisory teacher and acts appropriately on the advice given. The person in charge has benefited from attended foundation phase training. However, pre-school practitioners have had few opportunities for professional development to develop their understanding of good foundation phase practice, including visits to other settings.

The setting has limited partnerships with the local community. However, partnerships with parents and carers are very strong. Parents and carers feel welcome at the setting and are confident to approach staff if they have a concern about their child or the setting. Parents and carers express a high level of satisfaction with the setting and an appreciation of the standard of care provided. The setting has established worthwhile links with the local feeder primary schools. As a result, by the time children leave they are appropriately prepared to make a positive transition into the school.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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No noncompliance records found in Open status.