

SCHOOL INSPECTION SERVICE

Independent professional inspection of registered EYFS settings accredited as members of the Steiner Waldorf Schools Fellowship

INSPECTION REPORT

INSPECTION OF REGISTERED EYFS SETTINGS ACCREDITED AS MEMBERS OF THE STEINER WALDORF SCHOOLS FELLOWSHIP

Name of setting:	Buttercups Little Kindergarten
Ofsted number:	EY404691
Inspection team:	Reporting Inspector: Dr Martin Bradley Supporting Inspector: Mrs Linda Kelsey
Date of inspection:	3 February 2015
Date of previous inspection:	20 January 2011
Previous Inspection provider:	Ofsted

SETTING DETAILS

Name of setting:	Buttercups Little Kindergarten
Address of setting:	Hinton Road, Fulbourn, Cambridgeshire CB21 5DZ
Telephone number:	01223 882727
Email address:	school@cambridge-steiner-school.co.uk
Proprietor:	The Trustees of Cambridge Steiner School
Name of Manager:	Ms Rebecca Mitchell
Ofsted number:	EY404691
Type of setting:	Registered EYFS childcare setting on non-domestic premises
Age range of children:	2½ to 5 years
Gender of pupils:	Male and female
Total of places:	16
Type of inspection:	Inspection of a registered early years' setting
Inspection Team:	Reporting Inspector: Dr Martin Bradley Supporting Inspector: Mrs Linda Kelsey
Date of inspection:	3 February 2015

SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service under Sections 49 and 50 of the Childcare Act 2006. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the 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 in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the School Inspection Service and Cognita and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors who looked at all aspects of the setting's provision as required by the current Statutory Framework for the Early Years Foundation Stage.

Information about the setting:

Buttercups Little Kindergarten is part of the Cambridge Steiner School, and is separately registered with Ofsted to provide up to sixteen places for children aged between two and five years of age. At the time of the inspection there were twelve children on roll, aged between two and a half and four and a half.

The Kindergarten is open from 8.30am to 1.00pm on Mondays, Tuesdays and Thursdays. It has its own room and facilities, as well as an enclosed outdoor area and access to the wider school facilities. The staff have appropriate Steiner qualifications.

The Kindergarten is part of the school's early years' department. Its staff join the school kindergarten staff for weekly meetings, and the teacher is a member of the school's Faculty Business Team as well as having been on the school's senior management team.

SECTION B: THE QUALITY AND STANDARDS OF THE EARLY YEARS' PROVISION

Summary of main findings:

The overall quality and standards of the early years' provision	Grade 1
How well the early years' provision meets the needs of the range of children who attend	Grade 1
The contribution of the early years' provision to children's well-being	Grade 1
The effectiveness of leadership and management of the early years' provision	Grade 1

Does the setting meet the statutory requirements?

- Yes.

What the setting must do to comply with the statutory requirements:

- the setting meets the regulatory requirements.

The overall quality and standards of the early years' provision

The children make excellent progress from their starting points and are extremely well prepared for the next stage in their education. The setting provides learning and care which fully meets the needs of the children, including those for whom English is an additional language. Personal and emotional development is a strength of the setting, and the children are both secure and happy.

The requirements for the children's safeguarding and welfare are met. The leadership and management provided by the teacher are very successful in evaluating practice and securing continuous improvement in the children's progress. The extremely well-organised identification of children's individual needs is closely linked to planning activities, evaluating these and to future planning. This approach enables the setting to demonstrate clearly the excellent progress which the children make.

How well the early years' provision meets the needs of the range of children who attend

The programmes for learning and development are outstanding in enabling the children to reach expected levels of development. The children are extremely well supported in acquiring skills that enable them to learn and develop effectively, with a strong emphasis on social, emotional and personal development. Construction materials are very well used: the children plan how they wish to use them, build structures together and play cooperatively, adapting their original designs where appropriate.

The staff have high expectations and are very effective in enthusing the children, engaging them in their learning tasks and motivating them in ways which develop cooperation and self-confidence.

Practitioners settle the children very effectively. Parents and carers are able to help in this and are engaged in their children's learning and development in school. They are kept well informed about the children's progress. Where appropriate two year old checks are thoroughly made and are supported by written weekly plans for individual children according to their identified needs. Carefully organised activities ensure that these plans are well executed.

The contribution of the early years' provision to children's well-being

All the children are able to form appropriate bonds and secure emotional attachments with their carers, and this is a strength of the provision for their personal development. The children are very happy and enjoy what they are doing. From an early age they play cooperatively with one another and behave well. They explore their surroundings, making good use of the outdoor area, developing their imaginations when, for example, playing with wooden logs using a cart. Physical exercise forms part of each day's activity as does the preparation of food, including helping to make bread. Hygiene and personal needs are appropriately developed and along with the excellent support given to learning and development needs contribute to the children's preparation for moving into later provision.

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

Leadership and management of the provision are outstanding. The educational programmes are promoted and overseen extremely effectively. The kindergarten teacher has created excellent links between planning for individual children, the overall development of the group, the organisation of activities and the assessment of the children's learning. These processes build upon very good baseline assessments which indicate what the children can achieve when they enter the kindergarten. Put together, these arrangements demonstrate the excellent knowledge staff have of the children and enable the kindergarten staff to demonstrate clearly the particularly good progress made by the children.

Safeguarding and welfare requirements are fully met and create an environment that is welcoming, safe and stimulating. Staff self-evaluation is of a high standard and underpins the planning and target setting for individual children. The continuous professional development of staff is good and supports a shared approach towards meeting the children's needs by all members of staff.

Partnerships with parents are good, and liaison with other providers is outstanding. Where children attend other provision for part of the week, assessments have been shared and the setting takes the judgements into account when planning for the children concerned.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all settings and schools belonging to Cognita. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionservice.co.uk