



Brinkworth Butterflies

Inspection report for early years provision

Unique Reference Number	199420
Inspection date	30 June 2006
Inspector	Susan, Esther Harvey
Setting Address	Brinkworth Village Hall, Brinkworth, Chippenham, Wilts, SN15 5AF
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Registered person	Brinkworth Butterflies
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Brinkworth Butterflies Pre-School opened in 1969. It operates from the village hall and is situated in the village of Brinkworth. A maximum of 20 children may attend at any one time. The pre-school is open Monday from 09.15 to 14.45, and Tuesday, Wednesday and Friday mornings from 09.15 to 12.30 during school term only. Children have access to a secure enclosed outdoor play area.

There are currently 32 children from two to under five years on roll. Of these, 19

children receive funding for early education. Children come from the surrounding area. The pre-school currently supports children with learning difficulties, and also supports children who speak English as an additional language.

The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children experience a range of activities that assist them in developing their physical skills and encourage a healthy lifestyle. Young children are confident in their physical abilities. They are encouraged to strengthen their large muscle control by exercising to music, and kicking a ball with accuracy. Children benefit from a good variety of indoor and outdoor activities. They take part enthusiastically in different selections of physical games, including an assault course. The course is built up of hoops to climb through, and narrow bars to balance on. As a result, children gain confidence in trying out new activities and resources provided by staff members. This supports all aspects of children's physical development within the daily routine.

Older children are independent in their personal care. They go to the toilet unaided, wash their hands, and are aware of the importance of personal hygiene. Staff act as good role models and encourage children to practise good hygiene. They offer a good level of support to younger children who need assistance in completing personal tasks. Several staff members hold a valid first aid certificate and all staff are clear about the procedure to follow when recording accidents. This ensures children's health is fully protected. Parents countersign completed paperwork. This means they are fully aware of events that have happened to their child during their time in the pre-school.

Children have a varied menu for snack. This includes toast with healthy toppings, a wide selection of fruit and vegetables. Snack time is a social occasion where staff sit with the children and talk about interesting events in their lives. Children are developing a sound awareness of the importance of healthy eating as they learn about what food is healthy for the body and why they need to eat sensibly. Children are aware of when they need to drink and can access regular drinking water during the session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed into the setting by staff who greet each child by name at the door. Toys and resources are laid out by the staff to create an environment which gives children some free choice. Staff minimise the risk of accidental injury to children through daily risk assessments and safety checks. Children are learning to take responsibility for keeping themselves and others safe. This includes

enthusiastically tidying away toys at the end of the session. Children learn about fire safety as they take part in regular emergency evacuation drills. Children remain safe in the village hall as high-security measures are in place with the use of alarms fixed to each door. Children are closely supervised at all times. Well-implemented policies and procedures are in place which ensures the safety of children. This includes diligent use of the visitors book and checking the identity of visitors.

Children use a selection of equipment that is appropriate to their age and stage of development. Children confidently access a range of planned activities within the daily routine.

Staff have sufficient understanding of child protection issues; a child protection officer is appointed to support staff and protect children from harm. This ensures children remain safe, and appropriate action will be taken should staff have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily into the setting and develop sufficient levels of confidence and self-esteem. They have some independence and select some of their own resources. Children are cared for by committed and caring staff. They are aware of the individual care needs of the children who make friends with each other, and develop secure relationships with staff members. Children play happily together and initiate conversations which involve each other during their play. Staff provide children with an appropriate level of interaction in many activities. For example, young children enjoy taking part in imaginative play; they involve themselves in 'pretend' activities, such as preparing 'tea' and serving it to staff. However, staff have insufficient knowledge of an approach in line with Birth to three matters framework in order to improve outcomes for children under three.

Nursery Education.

Children are friendly and secure in their ability to make friends. They confidently chat to each other during the session. Children are polite and say "thank you" at snack time. Children are given tasks and are able to manage them with confidence. For example, they collect place-names at snack time and act as 'monitor' to give out plates and cups. Children show some level of independence as they reach for aprons before craft activities. They are confident as they link up with each other for support and guidance. For example, they play cooperatively during a fishing game to catch magnetic fish.

There are some opportunities for children to make marks and use pencils. For example, children record information on a pad in the 'home corner' transformed into a 'travel agent'. They take bookings for the staff to go on holiday. Children swirl shaving foam around a table as they develop their pre-writing skills. They sit and listen intently to stories and choose books from the book corner to take home for parents to read to them. Children enjoy singing songs and rhymes and anticipate what comes next, for example, "the wheels on the bus" using actions and repetition. Children

concentrate as they use scissors and glue to create a 'jelly fish'.

Children count up to five, and some beyond this. They link numbers with objects up to 10 with ease, and can calculate how many children are left in the circle when some leave to wash their hands. Children show an interest in shapes and are able to identify squares, triangles and circles, but children have limited opportunities to practise drawing shapes.

Children have some opportunities to learn about the world around them through topics and themes. They have some opportunities to explore and investigate while taking part in an experiment with an 'ice-mountain', a large lump of ice, watching it melt and retrieving objects set inside. Children celebrate others' festivals, such as Chinese New Year.

The quality of teaching and learning is satisfactory. The supervisor is well qualified. She has appropriate knowledge of the Foundation Stage and the activities provided to help children progress adequately. However, planning is not always followed through in practise due to limited observations, assessment and evaluation of activities and sessions. As a result children are not sufficiently challenged in order for their next stage of learning to be identified. Staff have a satisfactory range of teaching methods and an adequate understanding of how children learn through play, this includes repetition and reinforcement. For example, every effort is made to help children learn the letter of the week. However, children have limited opportunities to be involved in their learning and to develop as independent thinkers.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and their care needs are met by supportive and caring staff. Children with learning difficulties are given full support. Young children are beginning to listen to each other at snack time and other activities, including craft and singing times. Staff enable children to learn right from wrong through lots of praise and gentle reminders when needed. Children behave appropriately, share toys, and play well together.

Children have some opportunities to choose from a selected range of activities. They have the opportunity to freely select books during the session, which reflect positive images of culture and disability. They learn about other cultures through practical activities involving Chinese New Year. Children make strong relationships with staff and each other. As a result children feel secure in their dealings with others. Older children enjoy being used as a role model for younger children, for example, assisting with tidying away toys. Children enjoy sitting quietly looking at books while listening to cassette tape music.

Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Children benefit from the strong relationship between parents and staff, who are friendly and approachable. Parents are involved with their children's learning, for example, by bringing in objects from home relating to

the letter of the week. There is a strong parent rota system in place. Clear instructions as to the role of the parent enable the adults to be secure in their role as a helper. Parents and committee members take an active part in the children's learning during the sessions. Parents are aware of the Foundation Stage curriculum and the observations and assessments on their children. A newsletter keeps parents informed of activities and topics for the term. Parents' open evenings enable an opportunity for all parents to view children's work and talk with key-workers. Parents are aware of the process in place should they have any concerns about their child.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care and education. Children benefit from caring staff who work together as a team. The daily organisation of the setting does not maximise the space effectively to enhance children's play opportunities. Staff choose resources for children which are insufficient for use throughout the session. As a result they do not take initiative or independently choose their own toys or resources.

Documents are in place to support children's health, safety and well-being. Policies and procedures are reviewed regularly by the committee.

Leadership and management is satisfactory.

The supervisor has an appropriate understanding of the early learning goals and the Foundation Stage curriculum, which is sufficiently applied in practice. However, sessions and activities are not fully evaluated, observed or assessed. As a result children's achievements are not fully recorded in order for the next stage of their learning to identify progress. Staff have insufficient knowledge of the Birth to three matters framework. However, the committee and staff members are aware the setting has areas for improvement and take advantage of the support given by outside advisors in order to help them move forward.

Improvements since the last inspection

At the last care inspection the provider was asked to: ensure that the rooms are maintained at an adequate temperature; obtain parental consent to seek emergency medical treatment or advice; ensure the written complaint procedure includes the regulator's details and a statement on child protection.

Parental consent is provided on the registration form to seek emergency medical treatment or advice. The regulator's details are included in the welcome pack and displayed on the notice board. The heating system is now effectively working and a complaints procedure is available for parents to read in the parent pack. This has improved the documents necessary for the safe and efficient management of the children.

At the last Nursery Education inspection the provider was asked to: develop a range

of resources reflecting positive images of culture, ethnicity, gender and disability; and select resources and provide activities, play opportunities and first-hand experiences, which allow children to build in their curiosity as learners, develop their reading and use their imagination. The provider was also asked to strengthen the partnership with parents by providing them with opportunities to share what they know about their children, and to be informed of their children's progress. The provider was also asked to ensure that the planning of the daily programme promotes all aspects of the early learning goals, especially the children's knowledge and understanding of the world and creative development.

Partnership with parents has improved and includes a strong rota system where parents are involved with their children's learning during the session. Parents contribute to the provision of objects beginning with the letter of the week. These are discussed at story time with the children.

The provider was also asked to review the organisation of the setting to ensure that the educational provision for three and four-year-olds is not hindered by the provision for younger children in the pre-school. Changes are in place for the educational programme of the older children to be contained in one session. Some progress has been made to improve children's knowledge and understanding of the world and creative development. However, children's activities are adult directed. As a result there is limited opportunity for children to be involved in their learning and choose resources for themselves.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop knowledge and provide a suitable range of activities for the younger children as explained in the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure evaluation, assessment and observations enable the next stage of children's learning to be identified
- ensure the organisation of the setting provides sufficient resources available for all children throughout the session
- enable children be involved in their learning and to be independent thinkers

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