



Brinkworth Butterflies

Inspection report for early years provision

Unique Reference Number	EY334365
Inspection date	16 November 2006
Inspector	Janet Maria Moutter
Setting Address	Brinkworth Earl Danby's School (Lower), The Green, Dauntsey, Wiltshire, SN15 4HU
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Registered person	Brinkworth Butterflies Pre-School Committee
Type of inspection	Integrated
Type of care	Sessional 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Brinkworth Butterflies Pre-School is a newly registered group. It operates one day a week from the main hall in the Earl Danby's School (Lower), Dauntsey, Wiltshire. The Pre-school serves the local Dauntsey and Brinkworth area. The group is an extension of the Pre-school setting in Brinkworth.

A maximum of 16 children may attend this session at any one time. There are currently seven children aged from three to under five years on roll. Of these seven children receive funding for nursery education.

The session operates between the hours of 09.15 am and 11.45 am on a Thursday morning. It supports children with learning difficulties and/or disabilities and those with English as an

additional language. The pre-school employs two staff. Both staff hold appropriate early years qualifications. The group also receive assistance from the local early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is promoted. Staff follow good hygiene procedures and have a clear understanding of related policies, such as, treating minor accidents, the care of sick children and administering medication. Records relating to these issues are accurately maintained and shared with parents as required. Children demonstrate healthy practices as they wash their hands before snack and after using the toilet, many are able to carry out these routines with minimal adult support. Such as when a child sneezes she independently helps herself to a tissue and after use disposes of it in the flip top bin.

Children learn about the benefits of eating healthy foods during discussions with staff at the daily snack time. Children are adequately nourished and make healthy choices, selecting milk or water for their drink. Many enthusiastically eat the fresh fruit and raw vegetables provided by their parents. In addition children independently help themselves to the accessible drinking water during the session, ensuring that they do not become dehydrated. Children's individual dietary needs are met as staff suggest healthy options for parents to pack in their lunch boxes. This session is offered to parents the term before school children bring in a packed lunch from home to practise opening containers such as yogurts pots and cheeses in preparation for school. Parents provide ample snacks for their children and when the staff sit and talk to the children it makes this time a very social occasion.

Children are active and benefit from the fresh air and physical play provided each Thursday. Children freely make choices from a good selection of school equipment to play with both in and outside weather permitting. This session is available for the older children in preparation for school. Children regularly use balls, hoops and skipping ropes, and there are opportunities provided for them to practise climbing and balancing on school equipment for the first half of the session. The well organised routine ensures that, there are opportunities for children to stretch and bend each Thursday. However, the biggest physical activity that benefits all the children is getting into and out of their own Physical Education (PE) kit. This gives them confidence and build their self esteem ready for when they go to school.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming, secure and well organised environment. They are excited when they arrive and eager to get to work as there is a lot for them to do on offer and the equipment is of appropriate design and style. Resources are well maintained, safe and suitable for the ages of children attending. Activities are inviting and attractively presented to capture children's interest, enabling them to play alone, in small and large groups. Children make independent choices in play due to the appropriate organisation of toys and activities. They have opportunities during each session to expand their play through accessing a wider

range of resources. For example, selecting different modes of transport trikes, stilts or biped wheels that two children have to co-ordinate with each other in order to travel along. On the day of inspection the obstacle course was planned and erected by the children. The children enjoy this session and it is very popular. All the equipment set out is enthusiastically used throughout the session and it is good to see that the children take pleasure in their achievements. The staff are on hand to ensure the children's safety and to encourage the children to check the tunnel and beams and blocks for trips and slips. The children are able to freely select resources to extend their play due to excellent range of equipment available.

Children are safe and secure. Staff monitor this through ensuring the setting is safe before children arrive, through vigilant supervision during activities and as parents drop off and collect their children. Children develop their awareness of safety as they take part in fire drills at their other pre-school building and through general conversation with staff. However, the fire evacuation drill had not been practised in this school. Children's welfare is safeguarded as they are cared for by staff who are suitably vetted. Staff have a good understanding of child protection procedures and the impact that abuse can have on children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, happy and enjoy their time at playgroup. Children's individual needs are met as staff are sensitive to their needs and feelings. Opportunities are created for the children to learn what it is like to be in school and good visual aids are provided to help them learn about the routines of the school day. All children are confident and able to access the available resources, staff are on hand to offer support and fetch additional resources to enable them to extend their ideas. Children access a good variety of planned structured activities that help them make progress in all areas of development as they freely explore. Their development is always maximised as staff informally identify what the children can do. All the children enjoy coming to the group and the staff provide good quality care for all the children.

Nursery Education

The quality of teaching and learning is good. Staff have a suitable knowledge of the Foundation Stage early learning goals. Together they provide a creatively stimulating environment for children. Staff are at an early stage of documenting the use of relevant literature to guide their practice, such as, 'Birth to three matters framework', 'Foundation Stage early learning goals' to monitor and assess the children's learning. As a result, this has yet to positively impact on the education of the children. However, staff are keen to get to know these systems. Children have opportunities throughout the year to access a curriculum that covers all six areas of learning. Good emphasis is placed on physical activities as well as free play enabling children to make choices in play, fostering their enjoyment and interest. Children make steady progress as they incidentally learn when freely exploring the good range of activities and play resources. Their development is enhanced as staff plan specific activities throughout the term to support certain areas of development. Children's progress is observed and extended in literacy and mathematical skills. Their learning is always maximised as staff do effectively use the records of children's progress from attendance of pre-school at the Brinkworth site, to inform their planning of this new session. As a result some children may repeat skills they are already

competent in to reinforce and build upon their learning. For example, older children confidently and skilfully manoeuvre around the obstacle course they have designed and set out in the hall. As this activity is becoming familiar to the children it is tackled with zeal, and they enjoy the whole session. Preparation at the start of the session began to take a long time, such as changing into their PE clothes but now the children have become proficient at dressing themselves. This extends their independence skills further in being confident in the fine actions needed to dress. The children take this learning and adapt quickly as they are supported and encouraged by caring staff.

Children are clear of how to behave in their group. They willingly share and take turns with the younger ones and are appropriately supported by staff. Good relationships exist between the children and staff. Children work independently, alongside others or with staff, as various teaching methods are adopted. The children's abilities to listen and participate at large group times are clearly demonstrated. It was good to see two children side by side taking turns in the 'big' chairs to tell the pictures, they held up their books and read aloud, one member of staff and another child sat down on the mat in front of the story tellers and listened to the stories. With roles reversed the children continued to tell the pictures and all remained interested until the end. The staff pitch activities at an appropriate level for all, whilst providing sufficient challenge for more able children. All the children develop good language skills as staff create opportunities for them to speak in small and large groups. Children enjoy sharing experiences from their own lives. Children enjoy sharing books and often independently access the book area. Children frequently attempt to make marks and write their names during work book time, where they record their own art work or number work. Children do have lots of opportunities to design and build, to explore and investigate different objects and materials.

Children are developing good concentration skills and are able to persist to task. For example, a child was busy matching colours and counting a sorting puzzle game at the table, she was then joined by two others who all chatted as they rearranged the wooden brightly coloured shapes on their prospective pegs. Other children use construction bricks and 'Playmobile' figures to build alongside their friends. These children are sharing their ideas and imagination, when building settings for their small world play people such as treasure island complete with spyglasses for the children to use. Children demonstrate good fine motor skills through the varied opportunities to use one handed tools and resources, particularly during cutting round pictures to glue in their work books. Their large physical skills are well promoted during this Thursday session. Children are confident to select activities and show increasing personal independence as they manage their own toileting needs. They have more opportunities to develop their independence at snack time. Children are actively getting to know the new environment and have settled into the school site well. Children know a selection of songs and join in singing during circle time. Music selected by the children on the CD, is also played as background music while they have free play. They demonstrate a knowledge of counting as staff use number songs to call them all to order before tidying up the activities or before stories. These children are confident counters and consolidate their mathematical skills during the daily routines. For example, a child counts the mugs correctly at snack time knowing she needs more to make the seven for the group.

Helping children make a positive contribution

The provision is good.

Children are aware that it is good to be considerate and kind to each other. Children are beginning to develop self assurance through close relationships, built with others. They develop a positive self-esteem and confidence as they voice their opinions and make choices and decisions, for example, children interact and talk confidently with their peers in small and large groups. The pre-school is situated in the local primary school. This means that the children often share the same playground and are regularly greeted by name by teachers and pupils. Children are developing a sense of belonging, through opportunities to explore their environment. They talk with enthusiasm about what they have achieved together such as the obstacle course and their work books. Staff create a calm, warm and friendly atmosphere where the children are valued, this impacts positively on the children's behaviour. Children are beginning to understand the difference between right and wrong, with the assistance from staff. There are routines and rules that are clearly displayed and the children remind each other about following the rules. The children also follow routines and take care to include everyone, such as helping on with coats before going outside.

Children value diversity. They celebrate a range of different religious and cultural celebrations. Children access toys that reflects positive images of differences, including disability. Staff understand policies on equal opportunities and work within them.

The children's spiritual, moral, social and cultural development is fostered, for example, welcome posters in different languages and children's involvement in small world play, where they play together to build homes and shelters for the toy people and animals. Staff act as positive role models and include everyone, old and young, when all the group are sat together at the table, the staff and children ask questions about things brought from home, such as the food they have for snack and who gathered the apples from the tree in their garden, whether they are going home to granny's house. All children are included. Children are able to participate, in structured activities which are thoughtfully adapted to meet their needs. Staff have records of children's individual needs and some aspects of their progress. There is a trained Special Educational Needs Coordinator. The staff work closely with parents.

Partnership with parents is good. Staff work very closely with parents to ensure each child's individual needs have been met. The relationships are friendly, open and professional. Parents are provided with verbal information daily on their children activities. Parents see their children's progress records, daily information sheets and newsletters the children take home. They arrange meetings for parents to discuss the children's achievements in more depths. Parents are aware of the policies and procedures for the preschool and these are made easily available. Parents take an active interest in their children's progress. Parents have many opportunities to come into the setting and contribute to their children's education.

Organisation

The organisation is good.

The leadership and management of nursery education is good. The supervisor and pre-school committee work together effectively to improve what is offered to the children. The staff work

extremely hard and effectively alongside professional agencies such as the school head teacher to met the range of needs of all the children in the group. The committee chairperson, supervisor and staff understand their respective roles. They plan for the future of the pre-school, acting on ideas from staff in consultation with professionals, which is having a steady and significant impact on maintaining the good quality of the provision. Overall, all the staff's knowledge and experience of children show a proactive commitment to improving the quality of care and education offered. 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.

The organisation of pre-school means that they have sole use of the school hall for one morning a week. Staff make sure children are busy and contented in their activities and remain interested as this enables children to play and learn. However, children have limited opportunities to initiate or extend imaginative ideas in role play or craft modelling. This type of play provides children with another outlet for their emotions. However, the staff plan and rotate activities so all children experience them equally, and they also repeat activities so that children can gain the maximum benefit from each session.

Children receive appropriate care through staff's use of the clear, accurate records. Children benefit from staff effectively implementing the policies and procedures. Children are protected by experienced qualified staff who are committed to updating their knowledge and seeking appropriate training. Annual appraisals identify any training needs as some staff are in the process of gaining more understanding of the system of recording aspects of the Birth to three matters framework and foundation stage early learning goals. Documentation is stored confidentially and is available for staff to use to meet the children's needs. The staff rotate activities so all children experience them equally, and they also repeat activities so that children can gain the maximum benefit from each session.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- monitor the effectiveness of the fire evacuation plan, to encourage children to learn how to keep themselves safe in the event of a fire

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

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk