



## Butterflies Early Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338910
<b>Inspection date</b>	16 January 2007
<b>Inspector</b>	Janet Butlin
<b>Setting Address</b>	St. Margaret Clitherow RC Primary School, Polhearne Way, BRIXHAM, Devon, TQ5 0EE
<b>Telephone number</b>	07977 359030
<b>E-mail</b>	
<b>Registered person</b>	Butterflies Early Years Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Butterflies Early Years centre occupies premises within St Margaret Clitherow Roman Catholic Primary School, in Brixham. Children have use of a separate building and enclosed outside play area as well as the school hall, food technology area and school grounds. The centre is open between 9:00 to 15:00 every day during term time. The early years centre is registered to provide care for 16 children aged two to five years. Overnight care is not included. There are currently 27 children enrolled, 16 of whom are in receipt of funding. There are no children attending who have learning difficulties and/or disabilities or children who have English as an additional language. The setting is managed by a committee of parents and school staff and governors. Four staff work with the children, three of whom have appropriate early years qualifications. The setting receives the support of the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well cared for in an emergency as staff are qualified in first aid and have obtained consent for the seeking of medical advice and treatment. Children have continuity of care as all systems are in place to record any accidents or medication given and to inform parents accordingly. Children learn how to protect themselves from infection as they wash their hands carefully before meals and after using the toilet. They access the toilet facilities easily and this helps them to manage their personal hygiene independently. They are protected from catching each other's germs as children who are unwell or infectious are requested not to attend. Also the setting is kept clean and fresh through regular cleaning.

Children play outside in the fresh air every day that weather permits, and the setting ensures that they are protected from the harmful effects of strong sunlight by providing shade. Children climb and balance, and throw and catch bean bags outside in the play area, developing their large muscles effectively. They also use the school facilities to further extend their physical development. This gives them space to dance and move to music.

Children benefit from the setting's strong commitment to promoting five portions of fruit and vegetables a day. They enjoy a plentiful amount of healthy fruit at mid-morning snack time and access a drink whenever they want one. This ensures they remain well hydrated. Children bring their own packed lunches and the setting encourages the children to eat the healthier items first.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a bright and welcoming environment where they can move around safely. They play in a secure outside play space and are further protected from bumps by the safety surface the setting have installed. Children access the excellent range of toys and resources safely and freely. Playthings are clean, sound and in exemplary condition. Tables and play areas are organised so that children can move easily and safely between activities.

Children are kept secure within the setting as there is a rigorous system to monitor access to the provision. It is always possible to know which children are on the premises as their attendance is accurately timed. They are protected from hazards in the setting as detailed risk assessments are regularly completed. Plans are promptly made to rectify any identified hazards, for example; worn flooring is being replaced. However, this procedure does not identify if all the safety systems still work, for example; cupboard catches. Children are kept safe in an emergency as they are confident in the use of the evacuation procedure and fire safety systems are regularly checked.

Children's safety is enhanced by the staff's secure understanding of the child protection procedure. Staff have attended training in this area and there is an appropriate policy to help them respond to concerns.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages have a wonderful time in the setting. They are cared for by caring, consistent and conscientious staff. Young children are helped to settle and soon feel confident amongst their playmates. They enjoy a range of interesting activities alongside the older children. Staff are aware of the Birth to three matters framework and although they do not use it to inform their written planning, staff adapt the planned activities effectively to meet the needs of the younger children. They become skilful communicators as they share their news with the older children and competent learners as they, for example; eagerly apply glue to a collage, count and scoop objects and join in role-play.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning, however, it is not clear from the assessment system whether they could be making even better progress. Children have excellent attitudes and dispositions toward learning and eagerly participate in the activities provided for them. They concentrate for substantial amounts of time, for example; at construction and sand play, and are very well behaved. The detailed, proprietary planning scheme shows that a range of very worthwhile activities are offered that cover all the areas of learning. It is not clear from the group's own written planning, how individual children will be supported in their activities, for example by grouping or adapting activities, but in practice, very good support is given to each child. Staff have a secure understanding of the Foundation Stage and effective teaching ensures that children are calm and engaged throughout the session. They enjoy the lively discussions that staff have with them about their chosen toys and their activities. Staff make extremely good use of the excellent range of resources and provide a stimulating, bright environment to inspire the children's learning. The session moves along at a satisfying pace and this means that children are always busy and engaged. Regular observations are made regarding children's attainment but this information is not brought together in a clear format often enough. However, staff all know each child very well and accurately describe their individual stages of development and targets for their next steps. This means that they are helped to make good progress toward the next step in their learning.

Children enjoy communicating their news and telling each other about their experiences. They use and enjoy books, handling them appropriately and sometimes tell a friend the story. Excellent emphasis is given to the sounds that letters make and children are skilled at organising magnetic letters to form their names. They take notes and make marks in a variety of situations in their role play. Children develop their understanding of number by counting and adding together groups of objects. They explore and investigate technology and construction toys and talk about features of the natural world. Children develop their small muscles effectively by manipulating intricate tools and organising small puzzle pieces. They delight in role play and take pleasure in watching how colours blend in their painting activities.

## **Helping children make a positive contribution**

The provision is good.

Children are calm, polite and settle quickly and happily to play. They cooperate, for example by building structures in the sand together, and share popular resources good naturedly. They learn about cultural diversity as well as becoming familiar with their local community in meaningful ways. Children are extremely well behaved, saying please and thank you and helping to tidy away. They also appreciate the positive reinforcement of their good behaviour by the group's strategy of using a star chart. They glow with pride when they have succeeded in a task, for example; writing a new word. They respond well to staff's calm interaction and the way they are treated with respect. Spiritual, moral, social and cultural development is fostered.

Children who have special needs benefit from staff's experience in supporting children appropriately. Staff have received training and know how to obtain additional helpful advice to support this area. Children's individual needs are known and respected.

Children are cared for in accordance with their parents' wishes. They receive regular daily information regarding their child's development, but some of the information regarding the provision is out of date as the setting has recently changed name and location. With regard to the Nursery Education provision, partnership with parents is good. They receive helpful information regarding the forthcoming nursery education programme and are kept up to date with their child's progress by informal, frequent and detailed, discussion. However, up to date written records of children's progress are not so accessible. Parents have more formal interviews when their child moves up to school. Children benefit from their parents' opportunities to be involved with the setting and their child's learning, for example; by attending open days and being part of the management committee.

## **Organisation**

The organisation is good.

Children are cared for in a well organised and welcoming setting. They benefit from being cared for by enthusiastic, suitable, well qualified staff who are keen to attend further training and update their knowledge. This enhances their practice and the experiences of the children in their care. Children enjoy a range of worthwhile experiences which helps them to develop in all areas. They have well organised spaces to play and high staffing ratios are maintained at all times to ensure that children are extremely well supported. The setting meets the needs of the range of children for whom it provides. Regulatory documentation is in place and is stored securely, although some requires updating.

Leadership and management of the nursery education provision is good. The staff take the lead in ensuring that the educational provision continues to meet the needs of children and helps them to progress. They reflect on their practice and liaise with the local authority to receive the support and training that they require. The group have a good vision for the future of increasing and developing their partnership with the adjacent school to improve their planning and assessment.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the 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):

- improve information to parents regarding the provision and their children's progress (also applies to nursery education)
- improve planning and assessment to make it clearer how individual children will be supported (also applies to nursery education)
- develop risk assessments to ensure that safety systems continue to be effective.

#### **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):

- make improvements as indicated in the care section above.

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](http://www.ofsted.gov.uk)