

Tiptoe Butterflies Preschool

Inspection report for early years provision

Unique Reference Number	109846
Inspection date	22 May 2007
Inspector	Susan Mann
Setting Address	St Andrew's Church Hall, Tiptoe, Lymington, Hampshire, SO41 6FR
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Registered person	Tiptoe Butterflies Preschool
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 satisfactory. 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?

Tiptoe Butterflies Pre-school is a community pre-school managed by a voluntary committee. It opened in 1979. It operates from a community church hall in the village and serves the local and surrounding area.

There are currently 33 children from two years to five years on roll. There are 30 funded three and four year olds. The setting supports children with learning difficulties and/or disabilities and is able to support those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00.

There are seven members of staff who work with the children, six of whom have early years qualifications. The pre-school receives support from an advisory teacher and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a range of suitable routines and procedures that foster their good health. Tables are cleaned thoroughly prior to snack time. Required documentation is properly maintained to ensure children's well-being, including a record of accidents. Children are confident to use the toilet independently and know to wash their hands well to prevent the spread of infection.

Children learn about the importance of healthy eating through enjoying snacks and drinks that are mostly of nutritional benefit. Children enjoy a variety of foods, such as apples and cheese. However, they eat these directly from the table, rather than having the benefit of individual plates. They are able to choose milk to drink at snack time, although many decide to have squash drinks which are not as healthy. They are able to drink water that is readily available to them throughout the session.

Children have many opportunities to develop their level of physical fitness and co-ordination. They have regular opportunities to play outdoors in a spacious and secure garden. They play on equipment that encourages the development of their physical skills. For example, children enjoy racing around on trikes and bikes. They park them in numbered parking bays before pedalling away again. In wet weather, children enjoy using a range of climbing and balancing equipment indoors. They demonstrate confidence and agility as they climb up the ladder of the climbing frame and slide down the other side.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have plenty of space to play in the bright and well organised environment. If they wish to rest, children use the quiet area and sit on comfortable child-sized furniture to look at books or relax for a few minutes. They are secure because staff are watchful to keep children safe. Effective procedures are in place to ensure that children do not leave the premises unaccompanied. Children are protected from hazards because staff make regular checks to identify potential dangers, and these are properly dealt with. Children are familiar with how to evacuate the building quickly in the event of an emergency because they practice this procedure regularly.

Children enjoy using a wide range of equipment and resources. They are able to access some of these independently because they are presented in low level storage. This allows children the opportunity to make their own choices and develop their self assurance.

Children are protected against harm and neglect because staff have a clear understanding of their roles and responsibilities with regard to safeguarding children's welfare. Good procedures are in place to record and report concerns to promote children's welfare. These are underpinned by a robust child protection policy which is shared with parents so they understand the setting's responsibility.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and busy at the pre-school. They freely access a wide range of activities and move purposefully from one to another. Children are confident speakers and frequently chat with one another about what they are doing. Younger children benefit from playing with and alongside older children. This is because the older children provide excellent role models for the younger children to follow. Children benefit from the way the session is organised. It allows them to develop their independence and have a sense of purpose in many of the tasks they do. For example, children co-operate well as they tidy up some toys before snack time. They sort the equipment into the correct boxes, and then help one another carry resources across the room to be put away.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of learning. The curriculum is planned well to ensure that children have fun whilst having multiple opportunities to learn through their play. These are presented in a variety of ways which suit the age and stage of development of each child. For example, children benefit from being able to choose between spontaneous and focussed learning activities. They explore wooden figures that are hidden in trays of sand to learn about numbers, and they enjoy mark making to write lists on a clip board in the role play area. Children enjoy playing outside and their outdoor learning is planned into the curriculum to cover a wide range of opportunities. However, outdoor play is not available continuously throughout the year on a free flow basis. This means that children do not choose whether they wish to play indoors or out, and so opportunities for them to exercise their preferences are hindered.

Staff are knowledgeable about the Foundation Stage, and are skilled at understanding how young children learn and develop. This enables them to provide effective teaching to help children progress. They are well deployed and work well as a team to provide a high level of support for the children. They adopt a kind approach and enjoy the company of the children, which gives the session a relaxed and pleasant atmosphere. Activities are thoroughly evaluated to ensure that intended objectives have been met, and to allow future provision to be successful.

Children make good progress because their learning is accurately measured through observations and assessment. Parents provide information about their child's level of development when starting at the pre-school. This provides useful guidance to enable practitioners to help children settle well because they have an understanding of what the child likes to do. It also enables children to progress successfully because keyworkers are able to plan their learning on an individual basis. Ongoing progress is carefully recorded and monitored to ensure that all children are developing their skills and knowledge in all areas of the curriculum.

Children enjoy books and stories. They demonstrate good listening skills. In group story time, they enthusiastically predict what is going to happen in a humorous story about a hippopotamus. Children show a very good understanding of number and shape. They have many spontaneous opportunities to develop this knowledge. For example, they use numbered stamps when playing with dough, and they make collage pictures from shapes following a given pattern.

Children have lots of inviting opportunities to express themselves creatively. Two children are absorbed in the flower shop role play area. They 'sell' bunches of flowers to passing children and adults, making suggestions about which flowers are pretty and how much they cost. In

another area of the pre-school, a child develops her shape potato printing picture further by scooping up paint with her fingers and letting it drop onto her painting. She then contentedly mixes the paint around with her finger, describing the colours she is making. Children have fun operating simple equipment. For example, they are wholly engaged in using a programmable toy to move forwards and back along a prepared track. They know to press the correct buttons and count out the number of spaces they wish it to travel.

Helping children make a positive contribution

The provision is good.

Children display good relationships with one another. They share toys and take turns as they play. For example, when on the climbing frame, two children wait patiently for another to slide down the other side before taking their turns. Children demonstrate good behaviour. This is because they are interested and busy, and they understand how to behave at pre-school. In turn, staff are clear and consistent in their explanations to children which promotes overall good behaviour.

Children benefit from spending time in this inclusive environment. Children are respected as individuals, and their needs are accommodated. They have opportunities to learn about other cultures and beliefs in ways that are relevant to their own experiences. For example, parents with experience of other cultures visit the pre-school to talk to the children about events and festivals. Children's spiritual, moral, social, and cultural development is fostered.

Children who have learning difficulties and/or disabilities receive a good level of support to enable them to progress. The special educational co-coordinator oversees their learning and care, and engages in detailed discussion about children's learning and development with parents. She liaises effectively with the whole staff team to allow children to benefit from continuity and consistency. Children benefit because she also seeks advice from other agencies to provide a full and effective programme of support.

Children benefit from the effective partnership that exists between their parents and the pre-school. Families are given a great deal of information about the pre-school before a child starts to enable a smooth settling in process which reassures the child and parents. This sharing of useful information continues through regular dialogue, newsletters and the notice board. Parents help in sessions on a regular basis which provides children with additional adult support and also helps foster good relationships with parents.

Partnership with parents is good. Parents are given a great deal of information about the curriculum. Newsletters include clear explanations of the areas of learning and how children develop their skills in these areas. Parents are included in their child's learning because they have regular opportunities to discuss their progress with the child's keyworker. They can see their child's records at any time, and also have planned meetings and open sessions where they meet with staff. Parents are provided with fun opportunities to extend their child's learning at home if they wish. Newsletters include a variety of suggestions and ideas which can help children to develop their skills. This provides continuity between home and pre-school and helps children to progress.

Organisation

The organisation is satisfactory.

Children settle quickly to activities when they arrive because the room is well prepared and staff are on hand to welcome them and support them in their play. The session routine is effective, and provides a relaxed framework for the pre-school day. The provision is underpinned by a range of suitable policies and procedures that are regularly updated to ensure they reflect current requirements.

Most required documentation is in place. Daily registers provide a basic indication of attendance. However, they do not record the times of arrival and departure of children and staff. This means that there is no accurate record made of when children and staff are at the pre-school. This is a breach of regulation.

The pre-school is managed well by a voluntary committee of parents. They meet regularly to discuss relevant issues. The committee and staff team work well together to promote the best interests of the pre-school and the families who attend. The committee is particularly successful at arranging fund raising initiatives that are enthusiastically supported by parents. Committee members are dedicated to performing their roles effectively. A well organised transition process ensures that the changeover of committee members does not adversely affect the running of the pre-school.

Leadership and management are good. The supervisor monitors the provision of nursery education to ensure that it is effective. She provides a forward thinking approach which ensures the provision continues to develop to allow children to make good progress. For example, each year staff focus on an area of the curriculum in order to enhance the provision. Children benefit because staff who work with them are given good support to carry out their roles. Effective induction, appraisal and peer review procedures provide a good framework of support that fosters development of all staff. In addition, organised training and the sharing of professional expertise at cluster meetings enables staff to develop their skills further. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the pre-school was asked to review some procedures. These have been satisfactorily addressed. The pre-school has updated policies for lost child, child protection, and complaints in line with current guidance. Policies are reviewed by the committee and staff to ensure they are regularly updated. Parents are invited to read the policies and procedures of the pre-school and provide written confirmation that they have done so.

With regard to the provision of nursery education, the pre-school has developed a robust system to assess and record children's progress through the six areas of learning. Keyworkers make written observations on children's development and these are used to chart their progress in assessment folders. Staff review these folders and ensure that each child's next steps of learning are included in future planning. The book area is well stocked with a range of books that are interesting and suitable. This encourages children to enjoy looking at them, and listening to stories.

Complaints since the last inspection

Since the last inspection 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.

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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):

- encourage children to choose the healthier option of milk or water in preference to squash at snack time, and to eat their healthy snacks from plates
- ensure that attendance registers accurately record the times of arrival and departure of children and staff

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):

- consider how to make further use of the outdoor environment on a free flow basis throughout each session.

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