

# Butterflies

Inspection report for early years provision

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<b>Unique Reference Number</b>	511725
<b>Inspection date</b>	04 March 2008
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<b>Registered person</b>	The Governing Body of Oldham College
<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 opened in 1993. It operates from a single storey building situated within Oldham College campus. Children are cared for in three separate rooms according to their age and all share access to enclosed outdoor play areas, one of which has fixed play equipment and a safety surface in place. The nursery offers day care to the children of students and staff of the college. The provision operates each weekday between the hours of 08.30 and 18.00, during term time.

Up to 62 children under five years may be cared for at any one time. There are currently 83 children from eight months to four years on roll. This includes 18 children who are in receipt of funding for nursery education, 17 of whom are three year olds. Children attend for a variety of sessions to accommodate student and staff's timetables. There are currently no children with any learning difficulties or disabilities attending the setting. The setting supports six children who speak English as an additional language.

There is a team of 13 staff members employed to work directly with the children, excluding the childcare development manager, who is not included in ratios to undertake management duties. Eleven members of staff have early years qualifications, most at Level 3 and a small

number at Level 4. The group receives support from an Early Years Advisory Teacher from the Early Years Development Childcare Partnership and they gained a quality assurance award through Oldham Childcare Scheme, Quality for All, which has been updated since the last inspection.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff follow appropriate health and hygiene procedures to ensure that the premises and equipment are kept clean. Children are beginning to understand about simple personal hygiene practices, such as hand washing, as this is promoted regularly throughout the daily routine. Written illness and medical treatment policies are in place to protect children's overall health. Comprehensive medication and accident records are completed and are used effectively to help prevent accidents.

Children are appropriately nourished. They receive a morning and afternoon snack whilst in the nursery and drinking water is available at all times. Parents provide packed lunches for their child's midday meal and receive useful written information suggesting healthy items to include in their child's lunch box. Lunch-time is observed to be a relaxed and sociable occasion with children sitting together with staff and chatting whilst eating. Children have their health and dietary needs met because staff work well with parents to obtain written information about individual requirements and family preferences.

Children have regular opportunities to enjoy physical activity. As well as enjoying outdoor play on a daily basis, all children also have opportunities for physical play indoors, such as dancing and action rhymes, rockers, push-along toys and a small tunnel in the baby room. Younger children rest and sleep according to their needs and individual routines.

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

The provision is good.

Good steps are taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure, a record of visitors is maintained and comprehensive risk assessments are conducted. Good steps are also taken to ensure that children are kept safe when playing outdoors and when on outings. For example, they are well supervised, outdoor areas are kept secure and written outings procedures are in place. Children learn to keep themselves safe when involved in regular fire drills.

The environment is warm and welcoming for the children with a varied range of toys, furniture and equipment available for them. Staff ensure that resources are safe and suitable for children's use with regular checking and cleaning routines.

Children are well protected because staff understand their role in relation to child protection issues and are able to put local procedures into practice when necessary. An appropriate written policy is in place and the procedure to be followed if allegations are made against a member of staff or volunteer was extended and updated at the time of the inspection.

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

The provision is good.

Children are involved in a good range of activities that cover all areas of development. For example, children in the daisy room enjoy playing outdoors and stamping footprints in the snow, kicking different sized balls and using tricycles. They also thoroughly enjoy water and sand play and scooping and pouring dry food. Older children participate well in role play and in construction activities with wooden blocks. Children in the sunflower room enjoy mark making with different implements, for example, using felt pens on a dry wipe board and chalks on paper. They use a range of different construction toys and enjoy story and singing sessions. In the buttercup room the children have good access to a varied range of interesting and stimulating toys, such as a ball pool, push-along toys, shape sorters, books, soft toys, rattles, construction and craft activities. There is also an attractive sensory room within the baby room.

Staff demonstrate a sound knowledge and understanding of 'Birth to three matters' and the framework is well implemented. They plan and provide a varied range of activities for children and their involvement and learning is observed, assessed and recorded. Information gained is helped to move children on to the next stage in their learning.

Children develop confidence and self-esteem well when being praised and encouraged by staff for their efforts. They show interest in what they do and enjoy the activities and resources available. Children are encouraged to answer some questions to aid their learning and understanding. Older children have opportunities to be independent and use their initiative, for example, when deciding what they want to play with, when getting their own tissues and drinks of water. They respond to challenge and concentrate well when involved in sensory experiences, such as when playing with water, sand and dried food.

Children have good opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, they celebrate both familiar and different cultural festivals as they appear throughout the year and these are included in long term planning. Children go for walks and visits within the local community, they visit the nearby police station and bus station. They also visit local shopping centres to look at seasonal displays, such as at Christmas and Easter times.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate a sound knowledge and understanding of the Foundation Stage and of how young children learn. The learning environment and programme of activities is appropriately planned to provide a balanced range of activities and experiences across the six areas of learning and activities are suited to the needs and interests of the children. Teaching of different areas of learning interests children and helps them to become focused and persist for some time, staff participate in activities to support children's involvement. Methods of teaching, expectations and questions appropriately challenge the children. The inclusion of all children is planned for and monitored and activities are adapted as necessary so that all children can participate.

Staff know about children's general attainment and ability on entry as they obtain written information from parents about what children can do at home, in the form of entry profile sheets. Staff plan and provide a varied range of activities for children, children's involvement and learning is observed, assessed and recorded and information gained is helped to move them on to the next stage in their learning. Records give a clear picture of children's progress.

Children display high levels of involvement in activities. They initiate interactions with other people well and relate and make attachments to members of their group. They demonstrate a sense of belonging and know which adults have come to collect which children. Children select and use activities and resources independently. They listen to others in one-to-one and group situations when the conversation interests them. Children have emerging self-confidence to speak to others about wants and interests and initiate conversation taking account of others' views. They use language well to imagine and recreate experiences in role play. Children distinguish one sound from another and link sounds to letters on a regular basis, for example, when discussing what sound and letter their name begins with. However, children are not observed choosing books independently as these are not easy to get to, being close to the construction area. Children engage in lots of activities requiring hand and eye coordination, such as drawing, painting, cutting and pouring, and they use one-handed tools well. Some children beginning to form recognisable letters when writing their name on their artwork.

Children are learning about counting, numbers and simple calculation during stories, singing and rhyming activities and through the daily routine. For example, when calculating how many cups are needed at snack time. They show interest in shape and are involved in activities about recognition and matching of different shapes. Children use language, such as bigger and smaller when describing buckets and castles in the sand area. Some children can order two items by length, such as when sorting wooden blocks in the construction area. A computer is available, however, this was not switched on during the inspection and children were not observed as having access to other programmable toys. Children investigate natural objects using their senses as appropriate, for example, when digging with sticks in the soil outside and they realise that tools can be used for a purpose.

Children manage their bodies well to create intended movements, for example, they carefully negotiate a slippery slope in the outdoor play area. They adjust speed and direction to avoid obstacles and avoid collisions with each other when outdoors. Some older children show increasing control over clothing and fastenings. They show awareness of their own needs and some children independently attempt to get dry clothes out of their own bags when the clothing they are wearing gets wet from a water activity. Children learn about the importance of keeping healthy during various activities, such as a board game to identify healthy foods and when making displays and friezes about healthy foods. They make constructions, collages, paintings and drawings. Children pretend that one object represents another when involved in role play, for example, they use a bandage across their laps as a seat belt. Children enjoy joining in with songs and action rhymes and move their bodies in different ways along with the music.

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

The provision is good.

Equal opportunities is well promoted within the setting as all children are included and involved, their individual needs are being met. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities, however, this does not include clear procedures of how the needs of children who speak English as an additional language will be assessed and met.

Children's spiritual, moral, social and cultural development is fostered. They enjoy being in the nursery and enjoy the activities available, they are settled and happy and make positive relationships with adults and peers. Children are well behaved and behaviour is calmly, appropriately and consistently managed by staff.

Partnership with parents and carers is good. Parents are kept informed about their child's development, progress and achievements through regular discussions with staff. Parents of babies also receive written daily sheets. All parents can access their child's personal profile at any time. Parents receive good quality information about the provision, including the educational programme and a copy of policy and procedure documents. Various consent forms from parents are available and contract agreements are in place to enhance working in partnership.

The setting seeks parents' views in the form of annual questionnaires, a suggestions box and a comments book is also available in the entrance area. Teaching satisfactorily includes parents and carers in children's learning. Newsletters and notices in each room inform parents of current topics and activity plans are displayed. There are also home activity sheets available for parents to take home and help their child to complete. Parents interviewed at the time of the inspection expressed very positive comments about the provision and staff.

## **Organisation**

The organisation is good.

Comprehensive recruitment, vetting and induction procedures are in place and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have a very good attitude towards personal development and are keen to attend all available training courses. They have had access to a wide range of courses and training programmes since the last inspection. Five members of staff have an appropriate first aid qualification, this ensures that there is always someone on duty, or on outings with a first aid qualification at any one time.

Staff have high regard for the well-being of all children and as a result, children receive good adult support and attention. Group size and deployment of staff contributes positively to children's care, learning and play. A written staffing arrangements policy is in place to ensure that ratios are maintained. Attendance records and observation indicate that adult-to-child ratios are effectively maintained throughout the day and are sometimes above minimum requirements.

All records and documents required for the safe and efficient management of the provision are available, well kept and up to date. Staff are knowledgeable about the policies and procedures of the setting and these are well implemented and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is good and contributes to children's progress towards the early learning goals. The provision is well managed and the childcare development manager has a clear vision for nursery education with a strong focus on the personal development of all children. Clear directions leading to improvements in the organisation of nursery education and the outcomes for children have been identified and future plans include the development of the outdoor play area, to include a digging and planting patch. New waterproof coats and boots have recently been ordered for all staff and children in the nursery.

The leader motivates staff and children, builds committed teams and acts as a good role model. All staff have opportunities to contribute to staff meetings and to the development of the provision. Staff have access to an appraisal system which identifies individual strengths and areas for improvement. The leader inducts new staff into the setting and they also complete a comprehensive induction procedure through the college. The childcare development officer

and her senior member of staff appropriately monitor and evaluate the curriculum planning to identify strengths and areas for continued improvement.

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

At the previous inspection the provider was asked to ensure that Ofsted's address is included on the complaints procedure and to review the practice of parents waiting in the porch to collect their children. Both of these recommendations have been addressed and result in better communication with parents.

The provider was asked to ensure the laundry extractor fans are regularly maintained and are in good working order. This has been addressed and fans are in good working order.

In relation to the nursery education the provider was asked to promote children's interest in books by providing a comfortable and appealing book area. This has started to be addressed but still needs further development.

The provider was asked to increase the opportunities for children to practise early writing skills for a purpose. This has been addressed and children are encouraged to attempt writing their name on their artwork and notebooks and pencils are available in different play areas around the room.

The provider was also asked to continue to develop the use of assessments to identify children's progress, including children with different abilities and those who speak English as a second language. Assessments for all children are appropriate and information gained is clearly recorded and is used to inform future learning.

The provider was asked to increase the frequency of opportunities to share information about children's progress with parents and carers and involve them in the assessment process. Parents receive regular, informal information about their child's progress on a daily basis and are aware that they can access their child's individual profiles at any time.

### **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.

## **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):

- extend policy and procedure documents to include how the needs of children who speak English as an additional language will be assessed and met
- promote children's interest in books by developing reading areas. Also applies to nursery education.

### **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 children have more regular opportunities to access information and communication technology (ICT) equipment and other programmable toys and resources.

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)