

Butterflies Pre-School

Inspection report for early years provision

Unique Reference Number	EY357828
Inspection date	21 May 2008
Inspector	Gillian Cubitt

Setting Address	St Mary's Church Hall, Coulsdon Road, Coulsdon, Surrey, CR5 2LA
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Registered person	Jennifer Utting
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Butterflies Pre-School first opened in 1997 and re-registered in 2007. The group is privately owned and operates from a hall within church premises situated in Old Coulsdon, Surrey. There are two areas inside which are used for children and there is an outdoor play area.

There are currently 41 children, aged from two to four years, on roll. This includes 27 funded children. The group supports children with learning difficulties and/or disabilities as well as children who speak English as an additional language.

The group is open Monday to Friday from 09:20 to 12:00 during term time and also offers out of school care during the school holidays for two mornings each week over a four week period.

A team of seven staff work with the children. Of these, four hold appropriate early years qualifications and three are working towards a relevant early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through effective procedures and practitioners' good hygiene practices. Children benefit from playing in a clean environment, with well-maintained toys and equipment. Children begin to understand the reasons for cleanliness because they are encouraged to develop good personal hygiene routines.

Children are given appropriate care if there is an accident as practitioners hold current first aid qualifications. If children become unwell there are good procedures in place to ensure they are well looked after and to protect them from cross infection. Children enjoy a variety of healthy snacks. They read about different tropical fruits in their story books and enjoy tasting these at snack times. Children learn about their bodily needs as they are able to help themselves to water when they are thirsty.

All children have access to physical play both inside and outside. The large hall gives them space to ride small bikes and outside they have large climbing apparatus to support their physical needs. Children are constantly learning new skills, developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment. All visitors are checked before entering the building which helps to protect children from unknown persons. Children are able to access their toys and activities with ease as these are carefully displayed in their spacious hall. Brightly coloured posters and work from the children are attractively displayed on the walls which brightens the rooms and gives children a sense of pride in their pre-school.

Children play with a good variety of toys both inside and outside. These are checked frequently to ensure that they are in good repair and safe for children to use. Outside play areas are very secure and the safety surface surrounding climbing apparatus ensure that the impact of accidents are minimised. Children learn how to keep themselves safe with exercises and stories on road safety. An attractive painting and collage is prepared by the children that helps them remember how to keep safe when they are near traffic.

Children are protected from harm because practitioners have a sound understanding of child protection issues. Current policies and on-going training keeps practitioners up to date with the latest requirements from the Local Safeguarding Children Board. Children learn how to keep themselves safe by practising regular evacuation procedures in the event of a fire or other emergency.

Helping children achieve well and enjoy what they do

The provision is good.

It is a very busy fun-filled morning where children happily settle to explore their surroundings and the new activities that are displayed each day. Children arrive looking forward to seeing friendly, welcoming staff who attend each day. This establishes strong relationships and helps children build confidence when they first leave their parents or carers.

Children engage themselves in purposeful free play activities. For example, they experiment with water using a variety of receptacles to pour and squeezing sponges and watch the water make the water wheel turn. Sand appeals to the younger children and role play areas are well used where children dress up and have fun expressing their thoughts and feelings in the shop and home areas.

Children benefit because practitioners use the guidance under the framework of Birth to three matters to aid them in assessing the needs of the younger children. They plan appropriate activities to ensure this age group are fully included into the activities of the whole group.

Nursery Education

The quality of teaching and learning is good. Children achieve because they are able to engage and explore a good balance of activities that cover all six areas of learning in the Foundation Stage. Children benefit because of the relaxed atmosphere coupled with caring and thoughtful practitioners who encourage children to develop their independence within a child-led free play environment. As a result children are warm and sociable with many being able to introduce themselves and communicate their feelings well. Role play is a favourite pastime where girls in particular enjoy dressing up in fairytale dresses. They spontaneously act out roles making the home corner into a doctor's surgery where they discuss and make notes about their unwell babies. This helps children to understand their world around them. Children enjoy relaxing and reading stories with staff in the comfortable library area where a display of interesting books appeal to children. As a result children understand that writing has a meaning and this is reinforced by staff introducing the written form of their first name which all children quickly learn. Children also enjoy singing their alphabet song and repeating phonic sounds during group times where all children join in. Children have many opportunities to participate in craft activities which promotes their creativity as well as their early writing skills. They improve the control of their hands and arms whilst painting colourful pictures with broad sweeps of the paintbrush as well as using more precise movements with the glue spreaders to make collages. Children make pictures with glitter, coloured paper or straw for baskets when working on project work although practitioners tend to provide too much guidance and do not consistently link activities into children's individual learning needs. Many good observations are noted together with the next steps in children's learning yet these notes are not effectively used when planning future activities. As a result the focus on children's learning is not always appropriate. Nevertheless practitioners' understanding of resources that support self teaching methods is good. Children effectively use the large abacus, construction bricks and inset puzzles where they count, recognise different shapes and learn sequencing. Children also benefit from an outdoor play area, the organisation of which, effectively enables them to take their learning outside; some children enjoy feeling and digging soil whilst others make the most of their spatial awareness showing their skills balancing and climbing on the various apparatus and riding small bikes.

Helping children make a positive contribution

The provision is good.

Children settle very quickly within the group. The main reason being because practitioners are very caring, welcoming and provide consistent care and attention. As a result children show an eagerness to attend their pre-school.

Children's behaviour is good. They have a clear understanding of the boundaries of behaviour and are developing a sound understanding of right and wrong. Practitioners manage children's

behaviour well and give clear, age appropriate explanations to help children develop self-control. Praise is given appropriately which gives children correct values and reinforces their self-esteem. Children are polite and caring to others; they emulate the good role model examples of practitioners. The children's spiritual, moral, social and cultural development is fostered.

Children learn about diversity and differences in others through topic work, exploring different festivals and playing with the variety of resources available which informs them of different cultures. Children with special educational needs are well cared for as practitioners are sensitive to their needs and liaise with parents and outside professionals as required. The policy is in place, although the guidelines to be followed for producing an individual educational plan are not sufficiently clear to inform other staff members and parents, which ensure targets are followed through in a systematic way.

Partnership with parents and carers is good. Parents are extremely happy with the care provided by the setting. They are greeted warmly by practitioners who are always available to discuss children's needs. Parents access information such as policies and procedures from the notice board although there is a lack of clarity of how to access the record of complaints. The parents of children who receive nursery education benefit from a two-way sharing of information. They are informed about their children's progress in the Foundation Stage curriculum and parents are encouraged to look at their children's progress records so that next steps in children's learning are shared.

Organisation

The organisation is good.

There are effective procedures in place for the recruitment and vetting of practitioners with good contingency arrangements to ensure staff to children ratios are maintained. Most of the morning is skilfully planned to enable the children to engage in as much free choice play as possible with practitioners working either with individual children or in small groups.

The group maintains effective documentation which ensures the smooth and efficient organisation of the provision. Most policies are clear and records such as the daily register and accident and medication information keep parents and practitioners informed.

Leadership and management of funded children is good. There is a commitment to improving the care and education for all children. Practitioners work well as a team and the owner/manager effectively monitors and supports staff through regular meetings and appraisals where good practice is evaluated and ideas for improvement are shared. As a result practitioners are motivated and show genuine enthusiasm in their work with the children. Overall, the provision meets the needs of the range of the 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.

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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):

- further develop the complaints procedure with a record book available for recording any concerns that is shared with parents

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):

- update knowledge and understanding of the special educational needs code of practice
- make more use of the next steps in children's learning to plan activities to meet children's individual needs

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