

Butterflies Pre-School & Priory Kids

Inspection report for early years provision

Unique Reference Number	EY374255
Inspection date	18 June 2008
Inspector	Josie Lever
Setting Address	Priory Primary School, Priory Road, HULL, HU5 5RU
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Registered person	Butterflies Pre-School Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Butterflies Pre-School & Priory Kids is run by Butterflies Pre-School Limited, a private company and was first registered in 2002. It operates from two separate portacabins in the grounds of Priory Primary School in the west of Kingston-upon-Hull, East Yorkshire. One cabin is used for pre-school children from two to three years and those attending the Kids club from three to under eight years. The other cabin is used for children attending the pre-school from ages three to under five years.

The pre-school is open term time only on Monday to Friday from 09.15 until 11.45 and from 12.45 until 15.15. Children also attend for the one hour lunch break. The Priory Kids is open on Monday to Friday from 15.15 until 18.00 and in the holiday periods from 07.30 until 18.00. Children attend from the local and surrounding areas. A maximum of 46 children may attend at any one time. There are currently 125 children on roll between the ages of two and under eight years. Of these, 67 receive funding for nursery education. The setting supports a number of children with learning difficulties and English as an additional language.

The setting employs 16 staff, all of whom hold a relevant childcare qualification. Four are working towards a level 3 qualification and two are working towards Foundation degrees in Early Years and Pre-16 Learning. The setting is a member of the Pre-School Learning Alliance and receives support from a curriculum support teacher in the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop a good understanding about good hygienic practices and are well supported by staff to learn about the importance of this. Staff speak to children about washing their hands and most children do this independently, for example, after playing outdoors or after visiting the toilet area. Children are very familiar with daily routines and before sitting at the snack bar table, visit the bathroom to wash their hands. They know this is a must before preparing and eating their snack. Hygiene posters displayed in prominent locations, for example, in eating and toilet areas, reinforce children's understanding well about coughing, sneezing and hand washing. Older children attending the kids club wear disposable gloves as they count out sweets for their friends from the tuck shop.

Children have good opportunities to learn about a healthy lifestyle. They access outdoor play all year round and come well-equipped for all weathers. For example, bringing warm clothing, sun hats, sun protection and a pair of boots. Many children choose to spend most of their time outdoors and staff give very good consideration to the organisation of outdoor play and the equipment available. Children participate in physical activities, such as sports day and demonstrate a positive attitude to physical challenges. For example, hopping, jumping with two feet, skipping and running whilst balancing a bat and bean bag. Children access a good range of different sized outdoor apparatus which promotes their gross physical skills, such as peddling and climbing and balancing along obstacle courses.

Children learn about a healthy diet and can choose from a range of fresh fruits, such as banana, melon, orange, apples, grapes and from breadsticks, toast and raisins. Although prepared by staff, children still retain some independence, for example, they are still able to peel the skins off their own chopped pieces of fruit. They help themselves to the fruit from lidded containers using spoons, forks and scoops. They butter their own toast and help themselves to drinks of milk and water both at snack bar opening times and throughout the session. Children bring a packed lunch from home and staff talk to parents and make suggestions about including healthy options. However, those children attending the Kids club receive conflicting messages about making healthy choices, because fresh fruit and sweets are available every day. Children help run a tuck shop which is open nightly and twice a day in the holiday periods, selling a varied range of sugared and jellied candies. Parents pay in advance and staff restrict the amount of items a child can buy to a maximum of 20 pence. However, the frequency and availability of sweets means that they have become, for some children at least, a normal daily part of attending the club rather than the exception to the norm or occasional treat.

Staff give good consideration to ensuring that children who are ill do not attend and keep parents notified about this policy through written literature and discussion. Staff contact parents when their children feel unwell throughout the course of the day. They offer comfort, support and reassurance to children, for example, as they wait to be collected. Staff adopt effective cleaning routines to ensure toys, resources and equipment remains clean and suitable for children's use. Staff use effective nappy changing procedures to minimise the risk of

cross-contamination, for example, by using protective clothing and cleaning down the area after each use.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are made to feel very welcome at the setting. For example, all areas are brightly decorated with a good range of children's art work, photographs and posters attractively displayed on walls and display tables. Staff give security good consideration, by making sure high bolts and a keypad door entry system prevents children leaving unsupervised and restricts the entry to unwanted adults. Portacabins are maintained to a suitable standard of repair and decoration, one of which is relatively new and in good condition. Children are able to move freely around the setting and access a wide range of toys, resources and equipment from clearly labelled low storage boxes and units. Their decision making is supported well, for example, by the use of pictures and written labels that helps them identify the contents easily. Toys and equipment both indoors and out meets children's developmental needs in all areas and many are well made and of robust design.

Children are safeguarded by staff who have a sound understanding of their roles and responsibilities to protect children by reporting their concerns using Local Safeguarding Children Board procedures. Staff are vigilant to children's safety and whereabouts in the setting, particularly when they are moving from indoors to outdoors. Both areas have their own designated outdoor play areas secured with fencing, one of which is permanent and locked, the other portable. Risk assessments are completed on a regular basis and the majority of risks are minimised. However, staff have not addressed the risk to the portable outdoor fencing being blown over in high winds when children are playing outdoors, and this poses a risk to their safety.

When children join together on the school playground to use wheeled toys, staff adopt suitable checking procedures to ensure all children are accounted for. They deploy themselves along the edge of the playground so children are well supervised within their sight at all times. All children know to line up against the wall of the playground where they can be counted when it is time to go back to their separate areas. Staff check numbers against the daily register. Additionally, staff use supervision and agreed boundaries for children attending the Kids club when playing on climbing apparatus out of the fenced area. Children begin to develop a good awareness about their own safety, for example, as they mop up spilt sand to prevent slipping and practise the fire evacuation procedure with regularity.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and confident in their environment, they happily leave their parents/carers and quickly settle down to their activities on arrival. They are familiar with their routines and are very comfortable choosing from well organised continuous play activities and daily adult-led enhanced provision activities. Children spontaneously make decisions about their play throughout their time in the setting. Consequently, children's interest is maintained very well and they are fully engaged for much of the time. Children's development is actively promoted through the use of the 'Birth to three matters' framework and the Foundation Stage curriculum. They have access to a wide range of activities and experiences which offer appropriate challenges. For example, the youngest children enjoy adding water to corn flour

to make gloop. They excitedly mix together the ingredients using wooden spoons, spatulas and their fingers. They talk with staff about the gloop as it changes properties to a runny, shiny, sticky solution. They make patterns in the solution and watch them disappear and some children attempt to write the initial letter of their name.

The environment in the Kids club is busy yet calm and relaxed. Children benefit from an informal routine that allows them to choose to play either indoors or outdoors. Children sit quietly and read a book, make jewellery boxes from junk modelling or make a card for Fathers day. They are interested in taking part in the adult-led activity. For example, making a painting picture using a salad spinner. Children compare the different paint effects of spirals, swirls and webs. In the holidays they enjoy trips out and have visited 'The Deep' and a seaside rock factory where they made their own rock.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff are trained and experienced workers who have a good knowledge and understanding of the Foundation Stage curriculum. Through consultation with their parents, staff find out what the children know before they start. They use this information as a starting point on which to build by completing an individual learning plan for each child. Activities are well resourced and organised which ensures that time is spent constructively with the children. Children's key workers have a good understanding of their individual stage of development and offer different challenges to children. For example, in group time a linking sounds and letters game is adapted to include letters of the alphabet, specific objects, pictures and the use of jolly phonics for different aged children. Staff use systematic observations to assess children's progress and adopt a positive joint approach to observing and assessing children, whereby all staff are involved. They record snap shot observations on sticky notes and include these in the children's individual Foundation Stage profiles, ready for the key worker to transfer information. These are added to more detailed observations and photographs.

Children are confident, motivated and show high levels of self-esteem. They demonstrate a positive attitude to learning. Children take turns, share and work cooperatively together. For example, they pour water down the horizontal plastic guttering connected to the garden wall and catch it at the bottom using saucepans. They pass the saucepans back up the line to repeat this procedure again. They investigate the speed at which water flows when the angle of guttering is altered. Children are confident and able speakers, most have good language skills and are able to make themselves understood. Most children contribute to group registration time, for example, by talking about the item they have brought in from home that supports the colour of the week. In the main, children listen well, for example, to the shaken bells that indicate a change in the routine. They listen attentively in small groups. However, some are less engaged in larger groups and lose interest easily, especially when sat for prolonged periods of time.

Children enjoy story time and many access the book corner independently and use this area well. Children are developing good early writing skills and have excellent opportunities to write spontaneously for different purposes as staff give this very good consideration. For example, children access writing materials in all areas both in and outdoors. They sign themselves in and out of registers, write shopping lists, letters, postcards and party invitations. They make appointments at the veterinary surgery and write out cheques for payment. Many children can form recognisable letters and some are able to write their own name recognisably. All children recognise their name card as they self-register on the 'We are here' board when they arrive

and when having their snack. They are beginning to understand some phonic sounds and match these to words, for example, matching the letter 's' with snake and 'a' with apple.

Children are developing a secure understanding of mathematical concepts. All children can count to at least 10 and many back down to zero. Some can count far beyond this. Number is introduced in many activities informally as well as maths-specific activities. For example, children count the number of children in sports teams, draw the hands and numbers on a clock face and sing number songs and rhymes. Children can recognise simple shapes, for example, when choosing a square or triangle shape to sit on the large mat. Some recognise harder shapes, such as hexagon. Children have good opportunities to learn about their local community and the wider world. For example, they visit the local post office and garden centre. They have discussed in depth the recent changes to their local habitat, for example, the use of caravans and temporary homes to live in following last years extensive flooding of the city. There are positive images of culture and disability displayed throughout the premises which helps to raise children's awareness of diversity. They learn about traditions and culture relating to themselves and others, for example, celebrating Christian festivals, such as Christmas. They visit a local church at Christmas time and listen to a story read by the church leader. They are currently learning about the Buddhist festival of Wesak and have made a Mandala.

Children show interest in the natural world. They plant a range of seeds and plants which they tend and eat, for example, they are currently growing tomatoes. Children use simple technology confidently, freely using the computer and following simple instructions to complete tasks using remote controlled and programmable toys. They use familiar replica toys in the role play area, for example, shop tills, telephones and a vacuum cleaner which introduce them to everyday technology. Children find out and identify features of living things. For example, they go on nature walks within the school grounds to look for insects. They use magnifying glasses to look at the caterpillars and ladybirds they have collected and make sure they have enough leaves to eat in their small netted enclosures. They are currently noticing day-to-day changes, such as the caterpillar starting to form its cocoon.

Children have very good opportunities to develop their small muscle skills because they use a wide range of tools, pencils, paint brushes and scissors. These help to promote children's hand-eye coordination. Children enjoy playing games outdoors and many choose to spend the majority of their time outdoors. This free-flow approach is enormously successful and effectively enhances children's all-round learning and development. This area is well planned and resourced with a range of different surfaces and activities. For example, children sit on small diggers and coordinate the controls to dig in the sand, stone and shale. Children climb competently on the school wooden activity trail and outdoor climbing frame and balance along beams and planks of wood. They use wheeled toys, such as tricycles and scooters, thereby developing large muscle control and manoeuvre around cones skilfully.

Children have excellent daily opportunities to play creatively. They freely access the creative area which is well stocked with a range of materials, such as paint, sand, water, clay, play dough and baskets of creative materials for sticking, all of which are accessible to children. Children confidently mix their own paints and cut lengths of wool to thread dried pasta on to make costume jewellery. Some children are developing a very good imagination as they act out roles familiar to them. For example, acting out the role of building a skip with large wooden blocks and throwing away flood damaged furniture. The role play area is changed regularly to offer different opportunities, for example, a hairdressers, café, hospital and is currently a veterinary surgery. Children have a good repertoire of songs and rhymes which they sing with great enjoyment, they also have opportunities to use musical instruments and to dance to music to

develop their sense of rhythm. They sit and listen to story tapes and musical tapes freely. They act out action rhymes, laughing with delight, for example, 'I'm a little teapot'.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and each child's needs are well met. Children develop a positive attitude to each other and develop a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a good range of resources and activities which show positive images of all areas of equality. The provision offers good support to children with learning difficulties and English as an additional language. This is effectively maintained through staff accessing training in this area, working closely with parents and other agencies. Staff ensure that all children are included in the activities within the provision and all resources are accessible to children.

Children's sense of belonging is promoted well, for example, their art work and photographs are displayed in the setting. Children behave very well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right from wrong, supported through the use of books about feelings and the consistent use of boundaries, which are age-appropriate. The staff are good role models and speak to children respectfully, therefore, children are aware of how to behave and to be kind to other people. Older children attending the Kids club are able to make suggestions and put forward their ideas in a post box.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through termly newsletters, daily discussions with staff and detailed notice boards. Parents receive a welcome booklet and detailed information on the Foundation Stage curriculum, and the 'Birth to three matters' framework is available for parents. The settings positive approach to working in partnership with parents and carers is beneficial to children. For example, the setting encourages parents and grandparents to help out and a male visitor attends on a weekly basis to act as a positive male role model to children in a predominantly female staff environment. Children's achievements folders are sent home every half term and parents are encouraged to read and comment upon these. Parents/carers are encouraged to attend parents evenings and informal coffee evenings to share information with staff. This helps them to be involved in children's learning and ensures that they are kept well informed of children's progress. However, parents are less familiar with ways in which they can support their children's learning at home. Parents spoken with on inspection indicated their high satisfaction with the setting and felt children were making good progress in their early education. They highly commend the staff team and the range of activities on offer. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The setting is very well-organised both inside and out. Staff have a thorough knowledge of their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who meet regularly in staff meetings. They are experienced and qualified, working cohesively as a team. They are able to take some time out within the week to plan and evaluate children's progress as the manager employs additional staff to cover. Several staff are working towards higher qualifications and demonstrate

a positive commitment to developing further professionally. A core range of training is available to keep staff up-to-date with effective practices, such as first aid, child protection and health and safety. Daily ratios are met and staff consistently interact with children and give them good support and encouragement. Consequently, children feel secure and confident. Documentation for the setting is well maintained and presented. There is a comprehensive range of detailed policies and procedures that contribute effectively to the overall health, welfare and protection of children. All required records are maintained and available for inspection. However, not all records are securely stored for future reference as some are loose leaved.

The leadership and management of the nursery education is good. The manager is very enthusiastic and a highly motivated leader. She effectively monitors and evaluates the nursery education provision and is fully committed to the further improvement for all children's early education. The setting has made some effective links with the local school teaching staff and curriculum support teacher within the local authority to identify any gaps in their provision. Staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop. There are regular evaluations of staff performance and also appraisals are used to monitor staff development. Children's assessment records are updated by key workers, who monitor their achievements and development. These records are detailed and clearly show all areas of learning for each child. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to resolve some of the storage space issues that impacted on available space for children. This has been addressed effectively and resolved very well. The group added an additional portacabin on the site and now children are split into two aged groups those under and those over three years of age. All children benefit from greater access to suitable indoor play space and most toys remain accessible to children through the effective use of low storage units.

At the last nursery education inspection the group were asked to develop children's understanding and awareness of healthy eating. The group have addressed this in part by providing children with a healthy range of fresh fruits as snacks. Children benefit from being able to access an assortment of fresh fruits daily approximately five different types and staff speak to them about good and bad foods. However, as already mentioned in the report the daily access to sweets from the tuck shop in the Kids club does give some pre-school children mixed messages.

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):

- ensure a system is in place to retain accident and medication recordings securely for future reference
- ensure portable outdoor fencing is safely secured.

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 the organisation of larger group activities in order to develop children's listening skills and maintain their interest
- consider ways in which parents can be informed and involved in children's play and learning activities at home.

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