

Little Butterflies Woodville Pre-school

Inspection report for early years provision

Unique Reference Number	EY343730
Inspection date	03 July 2008
Inspector	Linda Gail Moore
Setting Address	Woodville Methodist Church, High Street, Woodville, Swadincote, Derbyshire, DE11 7EA
Telephone number	07929 919516
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Registered person	Little Butterflies Woodville Pre-School Community Interest Company
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little Butterflies Woodville pre-school has been operating since 2006. The pre-school is situated within church premises in a village in Derbyshire. The group has the use of two rooms and there is a fully enclosed outside play area. The pre-school is open each week day from 09:15 to 12:15, term time only. A maximum of 26 children may attend the group at any one time. There are currently 33 children aged from two to four years on roll. Eight three-year-olds and fifteen four-year-olds are in receipt of nursery funding. The pre-school supports children with learning difficulties/disabilities and who speak English as an additional language. Five members of staff are employed. Of these, four staff hold an appropriate early years qualification and one staff member is working towards an early years qualification. In addition, volunteers and students also work at the setting. The setting receives support from the Local Authority early years development worker.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted because staff follow clear health and hygiene procedures. They complete checks on all areas before children arrive and keep kitchen and bathroom areas clean and tidy throughout the session. Tables are cleaned with anti-bacterial spray before and after serving food and toys and equipment are washed regularly. Consequently, all play areas are clean, well maintained and children benefit from a comfortable environment. Good personal hygiene is practised. Staff wash their hands before preparing snacks and after changing nappies. Children are encouraged to wash their hands before meals and after using the toilet or engaging in activities. They are developing good independence skills in cleaning and drying their hands. They use paper towels and liquid soap and this reduces the risk of cross-infection. Staff supervise children well and quickly respond when help is needed. Appropriate nappy changing facilities are in place. A changing mat is available and staff wear gloves and aprons.

Children are well-nourished as they eat healthy nutritious snacks that are sufficient in quantity. They enjoy fruit every day such as banana, apple and dried raisins. Through discussion and activities organised by staff, children begin to learn how important it is to engage in daily exercise, practice good personal hygiene and eat healthily. For example, they make fruit smoothies and help to choose, chop up and blend the fruit. These are then enjoyed at snack time. This is a sociable and enjoyable occasion as staff sit with the children as they eat. However, opportunities for them to develop self help skills are limited because staff pour drinks and give out food when these tasks could be attempted by children themselves. Fresh drinking water is constantly available throughout the session from a water dispenser, children access this independently and this keeps them hydrated. Children enjoy physical play both indoors and outdoors. They develop climbing and balancing skills as they negotiate a variety of equipment such as a small climbing frame, trampoline and hoola-hoops. They also enjoy regular walks within the local area to the park and library. These activities encourage a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and safe environment and this helps them to feel relaxed and secure. Staff greet parents and children warmly and as a result they enter with confidence and settle well. There is an effective system for managing children's arrival and departure times as staff monitor the entrance to ensure children are safely delivered and collected by authorised persons. The premises are well-maintained and this contributes towards children's safety. A full risk assessment is completed to identify any potential hazards and demonstrate how these are addressed. Staff check rooms and the outside play area before each session. This ensures the premises are always clean and safe before use. Fire safety equipment is regularly checked. Fire procedures are displayed and drills are regularly practised. As a result children learn and understand the fire procedure and this keeps them safe.

Play areas are welcoming and child orientated, rooms are laid out with a variety of play equipment and activities for when children arrive. There is appropriate child sized furniture and equipment that is well arranged so children can move freely and safely between activities both indoors and outside. Toys are age appropriate and checked regularly to ensure all are in good condition and safe for children to use. Display areas are limited, however, staff use the

space effectively displaying important information for parents and some of the children's art work. A good ratio of staff to children is maintained and this means they are well-supervised during activities and receive a good level of support and guidance. Children learn about potential dangers as staff discuss rules and consequences, this helps to keep them safe. Staff promote children's welfare with regards to child protection. They undertake relevant training to keep up to date with current policies and practice and have a clear understanding of their role and responsibility. A full written procedure is in place to offer guidance.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter confidently and settle quickly on arrival. Appropriate adult support is available to take them from their parents should any child be unsure and gently encourage them to join in. All children take an active part and show enthusiasm and interest in their play. They are able to make decisions about their play from the choice available and freely wander from one activity to another. Their creative and imaginative skills are well-promoted as they engage in a range of play situations. They enjoy music and dance and designing their own art work using a variety of media. This helps them to represent their feelings and ideas in a variety of ways. They play together co-operatively in small groups such as role play. Here they act out familiar scenes and situations with a variety of equipment and enjoy being able to participate at their own level. Other children are happy to play alone in the water play, totally absorbed as they attempt to catch a fish in their net. They ask questions and use their initiative, for example, when using the computer they are able to ask for support if needed on how to move from one page to another.

Language and mathematical thinking is promoted as they sing songs and count everyday objects. Together they count how many children are present during registration or how many children are in line when moving from one area to another. Staff know when to stand back and allow children to create, investigate and explore for themselves and when to intervene to extend children's interest. Staff engage well with children to extend their listening and communication skills, for example, during role play in the travel agents they help children choose and book a holiday, using a selection of props such as travel brochures, money and writing materials. Children are encouraged to practise some self-help skills such as washing and drying their hands as needed and helping themselves to a drink of water when thirsty. However, they could be further challenged with more responsibility for small tasks and decision making. Children learn to wait their turn, listen well to others and share the toys and resources. As a result they are developing good social skills and forming sound relationships.

Nursery Education

Children show interest as they select activities and engage in their play. They are confident to try new activities and initiate their own ideas. They maintain attention and concentrate well as they design their own art work and models. They use different techniques to create a picture of a car using printing materials and paint brushes. Their thoughts and ideas are extended as they make junk models, using different tools to design and construct. They enjoy exploring and expressing themselves freely with different textures such as paint, glue, dough and sand. Children show interest in books and are able to help themselves to a selection during each session. Staff read stories using good expression and actions to accompany the words, this brings the story to life and increases their interest and enjoyment. Children are aware that print carries meaning and can identify their own name on coat pegs and work baskets. Older children can write their own name on their art work. An awareness of sounds in words is developing as

staff encourage children to listen to the sounds of letters. During registration time they look at the letter of the week. They form letters in the sand and chalk letters outside on the pavement. Writing materials are provided each session for them to practise mark making, children initiate their own ideas as they make shopping lists, and draw maps when travelling in their cardboard boat.

Children are beginning to develop their language skills and can relate their experiences as they participate in group discussion. All join in happily as they discuss the day of the week and the weather. Some talk about their holiday, travelling on a plane and seeing different animals. They are able to await their turn and listen carefully as others speak. They receive good adult support and receive a good level of praise and recognition on achievement. Children are beginning to develop their skills and interest in early mathematics. Staff use the routine and different activities to encourage children to count such as sorting the Compare Bears in to different sizes and colours and then counting them. They use simple addition and subtraction as they add one on and take one away. Children learn about different shapes and how they fit together when completing puzzles. During water play they find out about capacity as they pour, fill up and empty a range of different sized vessels. All of these activities help to develop their skills as they think and problem solve.

Children learn about information technology as they use the computer and play with a camera, cash till and keyboard. They investigate what is magnetic using magnets with paper clips and screws. Children develop their exploration and investigation skills as they learn about how things change in the natural world. They explore the garden using a magnifying glass to look closely at different insects. When they find a snail in the sand pit they carefully move him to the greenery where he can be safe. They learn how tadpoles develop into frogs, staff bring them in at their different stages of development so children can observe how they have changed. Children develop a sense of time as they understand the sequence of events during the session such as self-registration followed by play and then snack time. Children are able to move around the playroom and garden with confidence and safety. They negotiate space and obstacles well and develop climbing and balancing skills on the indoor climbing frame. They regularly access a selection of threading, construction toys and use tools such as pencils, paintbrushes and scissors. This helps develop their fine manipulative skills. Children all join in well with music and movement sessions where they enjoy singing and moving to 'head, shoulders, knees and toes'. They use musical instruments and at other times may sit down quietly to play a game of sound lotto where they have to concentrate and listen carefully.

The quality of teaching and learning is satisfactory. Staff create a happy environment and enthusiasm for play. They have a sound knowledge of the Foundation Stage and use this to plan suitable activities that cover all areas of learning. Each session provides a sufficient balance of child-initiated and adult-led activities. However, activities are often repetitive and this limits the range and variety offered over the course of five daily sessions. During activities staff gain and maintain children's interest well. They challenge and extend their thoughts through the use of appropriate questioning and give support where needed. The organisation of activities include some one to one and small group work with children in a small room off the main play area. This quiet environment helps them to concentrate and focus well. Staff observe and record children's progress and development and use examples of their work and photographs to form individual assessment profiles. However, assessments are not used fully to inform planning and demonstrate how activities are differentiated for each child.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sense of belonging as they enjoy positive relationships with staff and each other. The setting offers a fully inclusive environment and staff demonstrate a positive approach to children with learning difficulties and/or disabilities. They consult closely with parents to identify individual care needs and gain a clear understanding of each child and their family. As a result, every child receives the level of support needed to enable them to make suitable progress. Children are becoming aware of wider society. Some resources are available and topics covered, for example, 'Diwali' and Chinese New Year. From these they begin to understand the similarities and differences of others. However, children do not learn about diversity to full effect as resources and activities are limited.

Children are beginning to understand responsible behaviour. They are aware of what is expected of them as staff set clear and consistent boundaries to encourage self-discipline and respect. Children are beginning to show consideration for others and share and wait their turn. A smiley face chart is used as an incentive to reward good behaviour and achievement. Staff move around during play to ensure children receive appropriate support and encouragement and they manage their behaviour well. This results in a calm and caring environment. A behaviour policy is in place that is clearly written and available to parents. Children's spiritual, moral, social and cultural development is fostered.

Staff develop positive partnerships with parents. Each child and their family are assigned a 'key worker' to assist with communication and ensure they receive consistent and appropriate care. Parents are made aware of how the setting operates and receive a 'welcome book' when the child starts. This covers organisational details, aims and objectives and policies and procedures. A notice board displays other important information. However, the information contained in some documents fails to reflect current practice. Parents comment that staff are approachable and friendly. They receive a good level of support and help when needed, consequently their children are happy and settle well.

The partnership with parents and carers of children who receive nursery education is satisfactory. Information is gained from parents about their child's development at the onset of placement. This is shared verbally and through the use of a questionnaire. Staff are therefore able to identify each child's starting points. Parents receive a 'new starters report' after the child's first term which details their progress and contains a section for them to comment. Parents continue to be well informed about their children's achievements through staff discussion and planned events where they can discuss their progress in more depth and view their profile. They receive information about the educational programme through the parents welcome book and regular newsletters. A notice board is placed in the entrance hall to inform parents of topics and forthcoming events, however, weekly activity plans are not made available. Some children take home activity cards to complete at home. This is not practised consistently with all parents, so all are encouraged to become involved in their child's learning.

Organisation

The organisation is satisfactory.

Staff have regard for the well-being of all children. They are attentive to their needs and demonstrate a caring nature towards them, giving comfort when needed and one-to-one support. This contributes to children's enjoyment and achievement and their ability to take an active part in the setting. Satisfactory recruitment and vetting procedures are in place to ensure

children are protected and positive steps are taken to ensure that any persons who have contact with the children are suitable to do so. The playgroup is a community interest company and all directors and committee members have completed relevant checks. Staff are delegated effectively during sessions such as employing extra staff on duty when needed. The setting provides a good ratio of staff to children and this positively supports their care, learning and play. Staff have annual appraisals and emphasis is placed on keeping them up to date with training and developments, through a variety of organised training events. This has a positive impact on the care provided. All relevant documents are in place and this contributes towards the ongoing safety and welfare of the children. However, staff attendance is not always recorded and some documents need to be reviewed and updated.

Leadership and management of nursery education is satisfactory. Recent changes have taken place to supervisor and some staff, however, they are motivated and have developed a supportive team approach that aims for good quality education for all children. Good communication exists between staff with regular meetings and training events held. The supervisor has a clear vision of how to move the setting forward. An action plan is in place which identifies areas for improvement and all staff work closely with the local authority development officer to implement these ideas and further develop their practice.

Overall, the provision meets the needs of the range of 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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The quality and standards of the nursery education are satisfactory.

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):

- keep accurate records of staff attendance at all times
- review and update information and documents for parents to ensure all are easily accessible and reflect current practice

- expand the range of resources and activities that positively promote an understanding of the wider world
- continue to develop ways in which children can be challenged and encouraged to develop self help skills.

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 assessments link into planning and demonstrate how activities are adapted to suit different children
- improve daily activity planning to ensure it incorporates a broad range of activities which stimulate and encourage new experiences
- increase opportunities for parents to be involved in children's learning.

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