

Butterflies Pre-School Playgroup

Inspection report for early years provision

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Inspector Louise Bonney

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Butterflies Pre-School Playgroup opened in 2008. It is privately owned and operates from Four Marks Village Hall. It serves the local area and surrounding villages. Children access a classroom and the large hall. There is a temporarily fenced tarmac area in the car park and a secure garden for outdoor play.

The provision is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It currently only provides for children in the early years age range and there are 14 children on roll. Of those, five receive early years education funding. Children attend for a variety of sessions. The setting supports children who have learning difficulties and/or disabilities.

The nursery opens from 09:00 until 12:00 Monday to Friday excluding Wednesday during school terms, and sessions extend until 13:00 on Monday and 15:00 on Thursday.

There are two full time staff working with the children, both of whom hold appropriate qualifications at Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff develop effective partnerships with parents, childminders and other agencies which helps to ensure that children's individual care and developmental needs are promptly recognised and acted upon. Staff support children's welfare well and provide safe and secure areas for their activities within the shared village hall. Staff continually develop the provision and children benefit from improvements, such as the new outdoor area. Staff observe children's progress, but weaknesses particularly in planning do not provide a balance in adult-led and child-initiated activities to ensure children's learning is built upon systematically.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use observational assessments to identify and plan for children's next possible steps in learning
- provide a balance of planned adult-initiated focus activities and self-selected child-initiated activities to ensure developmentally appropriate differentiation and challenge.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of when and by whom checks are carried out for identified aspects of the environment that need to be checked on a regular basis (Suitable

12/03/2009

premises, environment and equipment)

The leadership and management of the early years provision

Staff develop good relationships with parents who appreciate their friendly and supportive provision. Staff seek information from parents to help them provide for children's individual care needs and reflect their home cultures within the setting. Staff invite families in to share their knowledge with the children about their cultures. This shows children how differences and similarities are valued within the setting. Parents have opportunities to meet their child's key person and children's achievement records go home every half term, which parents are encouraged to add to. Parents learn about activities children participate in, through the displays of photographs. Children take home the group teddy bear and bring back photos and stories about his adventures. This helps establish links between the setting and home, involves parents in their children's learning and develops children's confidence and self-esteem.

Staff promptly seek advice from external agencies, such as therapists and the local authority support team. This helps ensure the recognition and provision of appropriate support for children with possible learning difficulties and/or disabilities. All staff evaluate the effectiveness of the provision. They identify and act upon some areas for development, such as through seeking grants and providing an additional outdoor area. They identify and attend training, such as for child protection, health and safety, and the Common Assessment Framework. This maintains their professional development and helps them develop procedures which safeguard the children. However, some areas of weakness have not been addressed, such as planning to ensure a balance of adult-initiated and child-led activities that provide suitable levels of challenge and ensure children achieve their identified next steps in learning. This impacts on how effectively children progress towards the early learning goals. Staff carry out risk assessments of the premises and identify areas to check regularly. However, there is no written record of when and by whom these regular checks are carried out and no risk assessment for outings. This does not meet the welfare requirements.

The quality and standards of the early years provision

Children settle well and are made welcome on arrival by friendly staff greeting them at the door. Children develop confidence as they follow known routines and sit together for the register and show any items they have brought from home. They behave well and show understanding of the rules. Children show care towards each other and give comfort to each other if they are upset after tripping over. They happily share resources and take turns with favourite items, such as the laptop or watering can. Children enjoying undertaking special tasks, such as choosing books from the mobile library or collecting up the mats they sit on. They attend well during story time and participate as staff ask questions and they recall what has happened. Some children make good use of the snack table which is available for most of the session, where they have a drink of water and eat healthy

foods, such as cereals. Staff encourage the provision of healthy lunch boxes by sharing information with parents and children enjoy a sociable meal together. Children show good awareness of hygiene as they help sweep the floor and use the dustpan and brush after messy activities. Children have fresh air every day as they play outside as they energetically pedal and push wheeled toys in a safe area of the car park, or as they develop role play or explore natural materials, such as compost gravel and water in the garden. This supports children's good health. Children play safely as staff remind them of hazards, such as slipping on spilt flour on the floor. They know to line up and staff remind them of safety rules as they walk to the garden. This helps develop children's awareness of risk and how to be safe.

Staff set up the classroom with a range of activities for children to select from. Children show interest in the activities set out and additionally access further resources from low storage shelves and boxes. Occasionally activities provoke high levels of absorption and concentration, such as a tray of glittery flour with animals and patterned combs, and children spend considerable time exploring and experimenting with little staff interaction. Children have various opportunities to mark make, such as during role play and on the laptop. They explore materials as they mould and shape playdough or mix water with compost and gravel in various sized containers outside. Children develop confidence as staff praise them for being helpful as they help put resources away or bring in an interesting item to share with the others.

Children show independence as they make choices and initiate their own play for most of the session. Staff interact with children throughout their play which helps to extend children's thinking and communication skills. Staff carry out regular observational assessments of children's learning and sometimes use these to identify their next possible steps in learning. They share information with parents about children's progress and seek advice and support from therapists and other agencies promptly. However, lack of effective planning means there is not a balance of child-led and adult-initiated focus activities to provide challenges and enhance individual children's progress, or further evaluate how the imaginative use of resources can most effectively stimulate children's learning and development. This impacts on children's progress towards the early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.