

# Butterflies Pre-School

Inspection report for early years provision

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**Unique reference number**

EY343058

**Inspection date**

24/02/2009

**Inspector**

Michèle Messaoudi

**Setting address**

The Annexe Maple Cross JMI School, Denham Way, Maple Cross, Rickmansworth, Hertfordshire, WD3 9SS

**Telephone number**

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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 opened in September 2006. It operates from an annex building in the grounds of Maple Cross Primary School near Rickmansworth, Hertfordshire. It has two separate rooms and toilet area leading off one of the rooms. The setting uses an adjoining fenced and grassed outdoor garden area and the lower school playground for outdoor play. The premises are not easily accessible for persons with mobility difficulties. A maximum of 18 children from two to five years of age may attend the pre-school at any one time. The setting has changed its opening times since the last inspection. It now operates on Monday to Friday morning from 9.00 until 12.00 during term time only. There is no longer a lunch time club in operation. There are currently 20 children on roll of whom three receive funding for nursery education and 11 receive funding under the support scheme for two year olds. The setting has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs four members of staff, including the owner and manager. Of these, two hold an appropriate Level 3 early years qualification and two are working towards a qualification. The setting is supported by the Pre-School Learning Alliance and receives support from the local authority and outside agencies such as Young Herts. It has close links with Maple Cross Primary School. It is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, provision at Butterflies Pre-School is good. The staff create a safe and welcoming environment for children and their parents. All children are well supported by inclusive practice and effective partnerships between their parents and the staff. The leadership forges effective links with outside agencies to ensure that children's welfare and learning needs are met. Consequently, children enjoy learning through the planned play activities and make good progress given their age, ability and starting points. The staff have developed a good capacity for continuous improvement through regular self-evaluation and a culture of collective responsibility.

## What steps need to be taken to improve provision further?

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

- develop further the organisation of the outdoor environment to ensure it is stimulating and that children can access a wide range of resources and activities that cover the six areas of learning
- use the information from observations and assessments to focus sharply on each child's next steps of learning and ensure that these inform planning and are communicated to parents

- develop further children's understanding of staying safe on the playground.

## **The leadership and management of the early years provision**

The leadership of the setting has focused effectively on making good improvements since the last inspection. The staff work as a cohesive team with a common sense of purpose and equal sense of responsibility. They evaluate their practice regularly to identify strengths and weaknesses and use their findings to agree on actions that lead to improvements. The provision runs smoothly on a day-to-day basis owing to a good range of procedures that provide a good standard of welfare, health and safety, as well as good organisation of the learning environment. The staff are committed to continuous professional development and to upgrading their qualifications further. Consequently, their understanding of how to plan for the individual child and monitor each child's progress has improved and is now good. The impact of the improved provision is particularly visible in the children's great enjoyment of the activities on offer and the good progress they make in their personal development.

Parents and carers say that they found the induction session very useful when their children joined the setting. The quality of the induction process is particularly appreciated by parents of children who are learning English as an additional language. Parents are welcomed warmly at the beginning and end of each session and are encouraged to share information about their children daily. The quality and frequency of information they receive about their children's progress has much improved. They now receive termly detailed progress reports. Staff comments outline what their child can do within each of the six areas of learning but do not always indicate what the child's next developmental steps might be.

Children's welfare and safety are promoted effectively because staff provide vigilant supervision in and out of doors. Two members of staff have first aid qualifications that include paediatric specifications. Conscientious records are kept of accidents and children's medical needs. Risk assessments of the premises are updated to take changes into account. New, appropriately sized furniture is now being used. The owner has robust procedures in place to check the suitability of staff to work with children and ensures that the staff maintain a good understanding of how to safeguard children through appropriate training at regular intervals.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time at Butterflies Pre-School because they experience a wide range of activities through a well balanced range of activities that covers the six areas of learning through a thematical approach. There is sufficient flexibility within the planning to build on individual children's interests even if these do not fit into the current theme. Children's communication and language skills are promoted successfully through frequent use of open-ended questions that make them think and engage them in conversation during play or snack time. Children who have little English when they join the setting are

supported very well by the staff who learn from their parents the vocabulary required for essential communication. Consequently, the children feel their language and culture are valued and they feel included in the activities. This enables other children to gain an awareness of diversity in an environment that promotes mutual respect.

Close observations of children have enabled staff to understand how to best meet individual needs of these individuals, for example, by intervening in their play at the right time to focus their learning and encourage experimentation. Daily observations of children's play are collated to assess their learning in the six areas of the curriculum and then transferred to grids that chart each child's progress against the expected learning goals. However, when noting the child's achievement in a particular area on a day to day basis, adults do not always record in detail what the next step of learning might be for that child. This results in missed opportunities for more challenging activities that could stretch the child further.

The organisation of resources has improved significantly. For example in the writing area, children can now access a whole array of mark making equipment and materials; and in the numeracy area, children can play with shapes which they are encouraged to identify and with a wide range of games that promote counting. The tarmac area is used effectively to enhance the six areas of learning. For example, when an adult drew a large-scale plane with chalk on the playground, most children joined and some shared their travel experiences riding bikes. Children were made aware of safety when the adult drew safety belts on the plane seats and some children volunteered to add to the drawing. However, despite good staff supervision, children do not always demonstrate sufficient awareness of the safety of others when they ride bicycles. At present, the use of the garden is limited in wet weather conditions, which reduces opportunities for children to learn about the world around them. The school has been awarded substantial funding to develop the outdoor area further by extending the existing garden, purchasing permanent outdoor equipment, fruit trees and all-weather surface and canopy.

Children's independence is promoted well through many opportunities to choose activities, the organisation of easily accessible resources and opportunities to contribute to snack time and practical activities. For example, children helped tidy up after filling pancakes and poured their drinks into their cups. They are encouraged to wash their hands frequently. They develop a good awareness of healthy eating because they choose between a variety of fruit at snack time and have a choice of milk or water. They discuss the necessity to cover one's mouth when coughing or sneezing to prevent cross-contamination. They form positive relationships with others because adults model good manners and praise achievements. Children accept they have to share toys and wait patiently for their turn. They behave well, in the secure knowledge that they are valued as individuals and well cared for.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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?	2

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.