

Butterflies Early Years Centre

Inspection report for early years provision

Unique reference number

EY338910

Inspection date

05/06/2009

Inspector

Fiona Robinson

Setting address

St. Margaret Clitherow RC Primary School, Polhearne Way,
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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 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 Early Years Centre was registered in 2006. It occupies premises within St Margaret Clitherow Roman Catholic Primary School, in Brixham. Children have use of a separate building and enclosed outside play area as well as the school hall, food technology area and school grounds. There is ramped disability access to the setting. The centre is open between 9:00 to 15:00 every day during term time. The early years centre is registered to provide care for 16 children aged two to five years. Overnight care is not included. There are currently 19 children enrolled, 13 of whom are in receipt of funding. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are children attending who have learning difficulties and/or disabilities. The setting is managed by a committee of parents and school staff and governors, who employ four staff, three of whom have appropriate early years qualifications. The setting receives the support of the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and ensures the children's individual needs are fully met. Confident children are excited and motivated to learn because activities are interesting and well planned. All children feel valued and fully included because staff treat them with warmth and respect. The manager and staff demonstrate a positive attitude and commitment to improving the quality of care and learning experiences, for the benefit of the children, and have good capacity to bring this about.

What steps need to be taken to improve provision further?

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

- increase opportunities to access technology in the setting to enhance children's learning experiences
- develop the use of the new part of the outdoor area, including resources, to offer further opportunities for children's learning and development

The leadership and management of the early years provision

Children's safety is protected very well. Comprehensive policies and procedures are fully implemented in order to ensure that children are safeguarded at all times. Staff have a very clear understanding of their responsibility for keeping children safe. They are deployed very well to ensure children are fully supervised at all times, whilst encouraging safe levels of independence. Risk assessments are conducted regularly to keep children safe in all activities.

Staff are enthusiastic, well qualified and demonstrate a commitment to the development of good quality practice. They work together as an effective team

because they are led and managed well. The good progress made since the previous inspection in addressing the recommendations made is clear evidence that staff are able to take effective action to bring about further improvement. In particular, planning and assessment procedures have improved and parents are kept well informed of their children's achievements. Staff demonstrate a commitment to the development of good quality practice and attend appropriate training opportunities. Manager and staff have identified the need to develop the use and resources for the extension to their existing outdoor area in order to promote children's learning and development further. They also plan to increase children's opportunities to access technology in the setting to enhance their learning experiences.

Partnerships with parents and carers are outstanding. Parents receive regular information through discussion, newsletters and the parents' notice board. They receive a comprehensive 'Welcome Pack' when their children commence pre-school. They are kept well informed of their children's achievement and progress and frequently view their learning diaries. Staff care especially well for children with learning difficulties and/or disabilities and work in close partnership with parents to help their children to be fully included in school life and achieve well. Links with the host school are excellent and all children benefit from being involved in activities such as dance sessions with older children, every Friday afternoon. Parents are very supportive of the setting and say that they find the staff to be friendly, approachable and understanding.

The quality and standards of the early years provision

Children enjoy coming because the environment is stimulating and well organised, activities are well planned and staff include children in the planning. Staff respond to children's individual needs and interests and use their ideas when organising activities. They regularly monitor children's achievements and include examples of the children's work in their learning journals. Excellent ongoing assessment is completed for children with learning difficulties and/or disabilities, so they are fully included in all the activities provided.

Children are very well cared for in the bright and welcoming environment. Their physical well being is promoted particularly well because opportunities for physical play are included in daily planning. Children climb and balance and throw and catch balls outside in the play area. They also use the school hall and outdoor area to further extend their physical development. They especially enjoy dancing and moving to music in the school hall with the older children from the primary school. They benefit from the setting's strong commitment to healthy eating. They enjoy a good range of healthy fruit at mid-morning snack time and access a drink whenever they want one. Children are also encouraged to make healthy choices from their own packed lunches at lunchtimes.

Children play in a well organised environment where they can move around safely. They access the excellent range of toys and resources safely and independently. They enjoy telling each other about their experiences and role play as pirates on board their pirate ship. They are keen to look through books and sometimes tell

other children the story. Children are skilled at organising magnetic letters to form their names. Their creative skills are developed well through painting and drawing. They enjoy making animal masks and talk excitedly about the wonderful dragon suspended from the ceiling. Children have great fun painting the chalkboard with brushes and water. They also enjoy talking about the colours in bubbles and delight in chasing them and catching them in the outdoor area. Communication, language and literacy skills are developed well through story time. They are keen to suggest the names of animals they meet in the jungle, when listening to the story. Most children can count to 10 and beyond and practise their counting skills as they sing songs such as 'Ten Fat Sausages'. Children behave very well because staff are excellent role models and expectations are high. They are good members of their community, learning how to behave responsibly and developing personal and social skills that prepare them well for life outside the school day.

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?	2
How well does the provision promote inclusive practice?	1
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?	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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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