

Butterfly Pre-School and Caterpillar Toddler Group

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Butterfly Pre-school and Caterpillar Toddler Group was registered in new premises in 2009. The group is managed by a committee of parents and operates from a converted library in Sutton near Ely, Cambridgeshire. The group is open five days a week all year round. Pre-school hours are 9.00 am to 12.30 pm Monday, Tuesday, Thursday and Friday; 9.00 am to 2.45 pm Wednesday and a session for younger children is offered from 1.00 pm to 2.45 pm on Tuesday and Thursday during term-time. Out of school hours are from 7.30 am to 9.00 am and 3.00 pm to 6.30 pm during term-time. The holiday playscheme is open from 07.30am to 6.30pm in the school holidays. All children have access to an enclosed outdoor play area.

A maximum of 20 children may attend the group at any one time and there are currently 47 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 19 children receive funding for early education. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The group currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The group employs seven staff. Of these, four hold appropriate early years qualifications and three are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming environment and children enjoy their time at the setting. Children make sound progress in their learning and development and staff ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare and the required documentation is in place. Staff form positive relationships with parents and other carers. Systems to monitor and evaluate the provision are adequately in place and are evolving.

What steps need to be taken to improve provision further?

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

- develop further practitioners' knowledge and understanding of the areas of Learning and Development so that they can confidently support and extend each child's learning
- develop the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know. Consider how parents can take part in supporting their child's learning in the home and have opportunities to contribute to their child's assessment records
- develop the outdoor space further in order to support children's learning in a

rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses

- make effective use of routines, activities, resources and space, both indoors and outdoors so that children can develop their independence skills and make choices about their play across the areas of learning
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and are generally pro-active in helping children to understand how to keep themselves safe. The setting works in partnership with parents and carers to ensure children's individual needs are met. Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates to ensure parents are informed about their child's care and progress. Staff demonstrate a positive attitude to liaising with other providers delivering the EYFS and are beginning to develop links with them in order to further support children's learning. Children with learning difficulties and/or disabilities are suitably supported and sound liaison with parents and outside agencies ensure children's individual requirements are identified and promoted.

The management team provides sound leadership and has a positive approach to continuing improvement which enables staff to work well together. Systems are in place to monitor and evaluate the early years provision which have begun to identify priorities for improvement. However, this does not yet fully secure the opinions and ideas of children, parents and staff in order to continually maintain improvement. The provision in general is suitably organised and staff are well deployed so children are safe and supervised at all times. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Most of the required documentation is in place for the safe running of the setting and the implementation of them by staff generally promotes and safeguards children's welfare.

The quality and standards of the early years provision and outcomes for children

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. However, staff do not have a clear enough knowledge and understanding of the learning and development requirements in the EYFS to enable them to confidently support and extend each child's learning in all areas. A system for planning and assessment is in place, but not yet effective. The assessment records are not used to inform

planning, identify the next steps in children's learning and build on what they know. Parents have fewer opportunities to contribute to their child's assessment and be involved in their child's learning and development.

Children are able to make some choices about what they do and they readily explore their environment. However, the organisation of routines, activities, resources and space means that children are not effectively challenged in all areas of learning and therefore access to rich quality learning experiences is limited. Staff engage with the children and develop warm relationships with them which helps children to feel included. Staff have strategies in place to care for children with learning difficulties and/or disabilities. They work with parents, carers and other agencies to support the children's needs.

Children are confident and they work well together taking turns and sharing tasks, such as helping one another to tidy up. They behave well and staff praise their achievements which help them to feel good about what they do. Children enjoy making marks to represent their ideas and some are beginning to recognise that words carry meaning as they observe that their name is on their lunchbox. They develop their small muscle skills as they shape and pat playdough, and use their imagination as they roll it into 'a cocoon with a butterfly inside'. Children show interest in numbers as they count the cars and join in singing lively action rhymes. These simple activities satisfactorily lay the foundations to support the children's future economic well-being.

Children are learning about the importance of a varied and nutritious diet and they tuck in readily to a range of healthy snacks. Staff are aware of children's individual dietary requirements which means children can eat safely. Children are cared for in a clean and healthy environment; sound hygiene routines followed by the staff and children help to prevent cross-infection. Children enjoy opportunities to play in the garden, however the outdoor space does not always offer sufficient challenge or support children's learning effectively where they have freedom to explore and use their senses in meaningful experiences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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