

# Butterfly Children Services ECA

Inspection report for early years provision

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**Unique reference number**

EY390314

**Inspection date**

15/09/2009

**Inspector**

Carol-Anne Shaw

**Setting address**

Falsgrave Community Resource Centre, Seamer Road,  
Scarborough, North Yorkshire, YO12 4DD

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Children Services ECA was registered in 2009. This is a new registration of the original Butterfly Childcare provision that opened in 2003. It operates from the Falsgrave Community Resource Centre situated on Seamer Road, Scarborough. It is managed under the umbrella of the Edgehill Community Association. The group has its own purpose-built activity area, children's toilets and a small, secure outside area. The large sports hall can also be used.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children from the local and surrounding areas attend. There are currently 74 children on roll, of whom six are in the early years age group. The group opens from Monday to Friday. Opening hours are from 7.45am to 9.00am and 3.15pm to 6.00pm during term time and from 7.45am to 6.00pm in the school holidays. It offers care for up to 24 children when using the base room, extending to 40 when using the main hall or additional rooms in the holidays. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are four adults working with the children, plus volunteers. Most staff have appropriate level 3 qualifications; most of the volunteers have a level 2 in play work.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are effective information sharing systems, partnerships and assessment arrangements to ensure the needs of all children are identified. Children are well supported to make good progress in their development. The premises are safe and secure and the environment is accessible and stimulating. Children's good health and welfare are promoted effectively. The manager implements strategies to ensure all staff are committed to reflective practice and continuous professional development, in order to effectively drive and secure improvements to the practice and provision. There are excellent systems in place to ensure all children can access the provision. The overall quality of the provision has had a positive impact on outcomes for all children.

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

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

- continue to develop the systems to review and evaluate the quality of the provision, for example, through completing the Ofsted self evaluation documentation
- continue to develop the recording of individual children's progress for the children in the early years age group

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

There are effective recruitment and induction procedures in place to ensure staff and volunteers are suitable to work with children. Ongoing appraisals and opportunities for continuous professional development are available for both staff and volunteers to develop their knowledge and understanding. This has a positive impact on outcomes for all children. The documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, implemented, regularly reviewed and shared with parents. This ensures children are safeguarded, included, their needs fully met and their welfare is promoted. All staff are able to identify and act on any safeguarding concerns or additional needs of the children. Inclusion is a major strength of the provision with the staff team working to achieve excellent integration for all children. This includes working closely with other agencies to further support individual children. Resources, including staff and volunteers, are effectively deployed to support inclusion, equality and diversity. These are very well organised to ensure children can freely access them, in order to lead and direct their own play and leisure time.

The partnership with parents is very effective. Parents are complimentary about the service provided by the group and find the staff friendly and approachable. The parents state that their children are happy, safe and making good progress. Information sharing systems are effective in identifying and supporting children's individual needs and ensuring good channels of communication with parents. The group are working to build links with the local school where children are collected each day. There is excellent communication in place with one school where children are transported to the club by taxi at the end of the school day. This ensures continuity in children's welfare and development.

The manager has high aspirations for the club and the whole team are committed to continuous improvement, striving to achieve the best outcomes for all children. The informal self-evaluation systems identify key strengths and areas for further development to secure further improvement. This involves seeking the views of the staff, volunteers, parents, children and other external professionals. This is the first inspection since registration and therefore there are no outstanding recommendations. The group is in the process of formally reviewing the overall provision. However, staff have reviewed the provision provided over the summer holidays for including children with special educational needs, disabilities and additional care needs, to ensure a high standard of care was promoted. This has a positive impact on the overall quality of the provision and outcomes for all children.

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

Systems for gathering information from parents are effective in establishing what children know and can do, their likes and dislikes, and things of importance to them at home. This information is used to help children settle and to plan for their

individual needs and interests. The staff team are skilled at observing children, in order to assess their stages of development and identify appropriate activities for them to enjoy. However, the system for recording this information is in the early stages and requires further development. The staff plan effectively for individual children's needs and ensure all are receiving personally meaningful and challenging experiences. Children's progress is closely monitored, to ensure all are fully included and making good progress. The key persons for children in the early years age group have started to complete a record of children's achievements so they can be shared with parents and other professionals.

The provision and resources, both indoors and outdoors, are well planned and organised to ensure children enjoy their leisure time at the club. Areas of continuous provision are enhanced to follow children's current interests and topics such as seasons and celebrations. Good use is also made of external services to provide further learning opportunities for children, with visits from a magician, dance and music providers. The staff effectively support and extend children's play and learning, through questioning and interaction. The outside area is used to support many physical activities.

Children's good health and well-being is promoted as staff and children adopt good hygiene practices to prevent the spread of infection. The staff team support children to be independent and develop their personal care skills. Mealtimes are relaxed social occasions where children sit together and enjoy healthy food and each others company. They have daily opportunities for physical activity in their play. Children are developing a good understanding of how to keep themselves safe as they walk from school and practise the evacuation procedure regularly. They talk about road safety when out on walks and have visits from the local police. They are given opportunities to take risks in a safe environment when playing outdoors. They use a wide range of tools and equipment safely, for example, when learning to use the hammer to make wooden bird boxes.

The manager and staff have a good knowledge of the Early Years Foundation Stage requirements and work effectively as a team to promote children's welfare, learning and development through leisure activities. The key person system ensures children settle and warm, caring relationships are established at all levels. Children readily seek out staff for a chat and the younger children are very confident in the club's homely atmosphere. They make friendships with their peers and play cooperatively, learning to take turns, share and compromise. Children are also content to play alone, often becoming absorbed in their chosen activities. They are praised by the staff for their efforts and achievements, and children demonstrate very good manners, using 'please' and 'thank you'. Children are developing a good understanding of their local and wider community, through the resources and activities provided. The systems in place ensure all children have their differences fully acknowledged and valued.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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