

Little Butterflies

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Little Butterflies Day Nursery opened in 2004. It operates from the first floor of Pilgrims Way, Congregational Church, and is situated in two large rooms, an office, staff area, and kitchen facilities. The Church is situated off High Street South, in East Ham in the London borough of Newham and is close to a busy shopping area, with access to public transport, and local parking. It opens each weekday from 8am to 6pm for 51 weeks of the year. The setting has access to a small outdoor area/play space three days week. The setting is accessed via two flights of stairs there is no lift access.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are currently 31 children on roll aged from three months to four years; some children attend on a part-time places.

There are 11 members of staff all of whom hold early years qualifications to National Vocational Qualification (NVQ) levels 2 and 3. The manager holds an NVQ level 4 qualification.

The setting provides funded early education for three and four- year-olds
The setting receives support from an early years advisor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children make sound progress in their learning and development as staff observe and plan for their individual needs. However, at present these methods are not sufficiently imbedded to be effective to ensure the progress of older more able children. Most aspects of children's welfare are well promoted by caring staff to enable children to be safe and secure. The organisation, planning and deployment of resources do not always ensure that children access a wide variety of activities to fully challenge their developmental progress in all areas of learning. Some progress has been made in meeting the recommendations of the previous inspection. The manager and staff have made strides to self-evaluate their practice and have plans to develop areas, such as their resources and the outdoor area for children.

What steps need to be taken to improve provision further?

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

- ensure that children have easy access to a variety of resources and equipment to promote independence and choice; including those which promote children's understanding of the wider world
- improve planning for appropriate play and learning across all areas of Learning and Development providing clear learning intentions; with particular emphasis on problem solving, reasoning and numeracy, knowledge and

understanding of the world and helping children to begin to learn the sounds of letters and words and that they carry meaning

- continue to develop the observation, assessment and evaluation procedures using the practice guidance criteria, use the information gained to ensure that children achieve as much as they can in relation to their starting points and capabilities.
- put in place an effective monitoring system that effectively supports staff and monitors and evaluates the quality of teaching.
- ensure that all staff are familiar with the behaviour management policy to ensure that a consistent approach is adopted to enable children to learn what is expected of them

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the procedures are secure which ensures that staff have an understanding of what to do if they have concerns about a child in their care. Incidents, accidents and medication details are recorded effectively to ensure the welfare of children.

All of the required documentation is readily accessible, most areas of safety are met and the premises are kept secure. However, the risk assessments are not sufficiently rigorous to identify all areas of safety as the format used lacks detail of areas to be checked. The setting has robust procedures in place to ensure that all staff working with children are suitable.

Staff are encouraged to attend further training for example, recent training has been carried out on safeguarding. Although the management have made satisfactory progress in addressing the areas for improvement from the last inspection some areas have not been fully addressed. However, the system to evaluate staff practice is being reviewed. Those in charge demonstrate satisfactorily how they are looking at the nappy changing facilities as an area for improvement. Children have access to regular outdoor play facilities and the management are seeking ways to improve opportunities for outdoor play. The manager and staff have a sound understanding of how to promote an inclusive environment. The setting welcomes and values all children regardless of their backgrounds. However, although resources to support diversity are available these are not always easily accessible to children to promote independence and to help them to develop an understanding of the wider world.

While staff gather information from parents and carers about children's likes and dislikes, this is not always consistent throughout the nursery. In addition key persons do not share transitional information on children when they move from one room to another to support the consistency of care effectively.

Staff welcome parents into the nursery and have good relationship with them. Parents have access to policies and procedures, including the complaints procedure. Managers invite parents to comment on their child's progress at open evenings as well as giving daily feedback about their child's progress. Transfer records are exchanged as an evaluation of the child's progress when they leave the

setting to move onto nursery or school. However, systems are not yet fully effective in ensuring that parents contribute their own observations of their child's learning at home to enable full partnership working to be achieved. The manager and staff effectively reflect on their practice to secure the setting's capacity for continuous improvement.

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

Overall children make satisfactory progress in most areas of learning because staff have a sound understanding of the Early Years Foundation Stage. Staff recognise the need to develop their practice to increase children's awareness of the sounds of letters and words and problem solving reasoning and numeracy.

Staff gather basic information about children's starting points and capabilities when they enter the nursery to establish plans for individual learning. Staff have developed appropriate procedures for observing and assessing children and planning reflects the interests of individual children.

The organisation of the environment offers children a suitable range of activities which engage children and this enables children to make some choices. For example, they choose to play with the sand or the water tray which develops their concentration and skills. They enjoy choosing to glue and stick making decisions about which colour sparkle they prefer, and talking about their picture being of an 'Action Man'. Children make the most of the resources provided for them; some resources are not presented in ways that are inviting to children.

Although there are a satisfactory range of activities available, planning does not cover all six areas of learning. In addition, evaluation is not sufficiently robust to ensure that children's learning is monitored effectively to work towards each aspect of the early learning goals. As a result staff are not always focused on what children are expected to learn from activities. Some resources are not complete or sufficient which means that sometimes activities lack variety; this means that children are not always appropriately challenged to extend their play.

Children really enjoy listening to the stories and they sit comfortably in the book area becoming involved and listening quietly when discussion takes place about shadows in the story. This captures the children's imagination well. Staff sometimes use questioning well when they ask the children 'what noise do you think the cat makes?' This encourages their participation and extends their understanding. However, the books available for children lack variety and some are torn; as a result children rarely access books for pleasure. Children have name cards to help them begin to recognise their names. They have easy access to mark making materials such as, chalks crayons and pencils. Children learn about shape and size when they learn to recognise circles, squares and triangles. However, children have limited opportunities to solve problems in everyday situations.

Children take part in visits to the local library, parks and play areas to help them

learn about the environment. They take part in activities such as role play in the baby clinic which is set up in the home corner. They learn about things that move and transport us which supports their knowledge and understanding of the world. Younger children and babies are beginning to learn skills to support future learning for example, when they play with battery operated toys to stimulate their senses. They show an interest and understanding of the world around them when they celebrate Eid and Diwali festivals. Older children show an interest in asking questions about things around them. However, there are fewer opportunities for older children to access technology to find out how things work to fully support their future skills and to extend their imagination and ideas.

Staff generally interact positively with children of all ages to meet their daily care and education needs. Young children are encouraged to explore and develop their physical skills through climbing and crawling in the tunnel and when they peddle and push and balance. Staff encourage children to develop self-help skills including encouraging the young babies to 'wipe up' after their lunch. Children are beginning to understand about a healthy lifestyle for example, they know to wash their hands before eating and they show confidence when they take themselves to the toilet. Children sit together whilst eating and enjoy a variety of healthy foods, including fish pie and vegetables. Children with dietary needs are also catered for.

Children are encouraged by staff to take turns and to share to help them to develop a positive attitude to others. Children have satisfactory relationship with each other when friends sit together and give each other frequent cuddles. They are praised for their achievements for example, when they find the flower in the picture and staff comment 'well done'. However, because some play resources are insufficient children find it difficult to share and this causes disputes and as a result behaviour deteriorates. Occasionally some staff lack confidence in managing behaviour effectively.

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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