

Brinkworth Butterflies

Inspection report for early years provision

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Inspector

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Setting address

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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

Brinkworth Butterflies Pre-School is a newly registered group that opened in April 2006. The group is an extension of the pre-school setting that is based at Brinkworth Village Hall. This group operates one day a week from the main hall in the Danby's school, Dauntsey, Wiltshire for children between the ages of three years to five years. The session runs between the hours of 9.15am and 11.45am on a Thursday morning and offers a lunch club until 1.00pm, term time only. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register.

The group is registered to provide care for 16 children and currently nine children in the early years age group attend each week. All receive appropriate funding and are expected to attend at least one session at their other venue to ensure access to the full Early Years Foundation Stage curriculum. The group prepares children for transition to school by using the school hall and facilities. The setting works closely with the school. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. Staff who work with the children have a suitable early years qualification and the supervisor has Foundation Degrees in Early Years. The group also receive assistance from the local early years partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Thursday morning sessions of Brinkworth Butterflies are effective in meeting the needs of the children, particularly in preparing them for transition to school. Staff have an accurate understanding of the strengths and areas for development and take effective steps to continue to improve provision and practice. Partnership with parents and carers is outstanding. They are fully involved in their child's care and education and are kept very well informed about their child's progress. The setting has good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure that all documentation relating to the Thursday group is available for inspection.
- develop opportunities for children to choose whether to be inside or outdoors.
- plan a range of small group/ individual activities to ensure the programmes needs of each child is being met.

The effectiveness of leadership and management of the early years provision

The Thursday sessions of Brinkworth Butterflies, at Earl Danby Lower School, has been set up in response to a need identified by the supervisor, following discussions with the local school and parents. Staff work well together to ensure that the children are well prepared for school and ensure a smooth transition. Safeguarding procedures, including those for ensuring adults are suitable to work with children are good and effective in ensuring children are well cared for at all times. However, because the group uses two venues, not all documentation was available at the school at the start of the inspection, although it was transported across from another building for the inspector during the visit.

The sessions are monitored and evaluated effectively by the supervisor and staff, using a local authority scheme. This scheme successfully identifies the strengths of the setting and areas for further improvement. The action plan clearly indicates the supervisor's vision for continuous improvement. The recommendations from the last inspection have been successfully addressed. The committee meet regularly and the supervisor provides them with detailed reports so that they can evaluate provision effectively. All staff undertake further professional development to ensure the individual needs of the children are met. This includes children with special educational needs and/or disabilities and those for whom English is their second language.

The setting works closely with the school to provide children with the necessary skills to enable them to move smoothly to school. Resources are managed well because all have to be stored away at the end of the session until the next week. The group also has access to the school's physical education equipment and outdoor spaces. There are good links with other settings and with other agencies to ensure that children have access to any additional support they need.

Partnership with parents and carers is outstanding. Parents are extremely supportive of the provision and feel comfortable to share any concerns with their child's key person. They have access to their child's learning journal so that they can see their child's progress and their next steps in their learning and development. They use the 'wow sheets' to share information about their child's achievements at home. Parents receive information about the routines and activities for the term and tips on how to help their child at home. Parents are regularly invited to an open morning to discuss their child's learning and development and to join a parents rota that supports the setting.

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

Children enjoy these sessions and are often heard talking about being 'at big school'. They are achieving well. Children have access to the large climbing frame and are gaining confidence in using this piece of apparatus before starting school. They confidently climb the ladders and swing in the bars. When they are unsure,

adults are available to encourage and help children make decisions on how best to climb down. This enables children to take supervised risks and be responsible for their own learning and development. They enjoy using the wooden planks and blocks to build a course and work extremely well together during this activity. They demonstrate good balancing and problem solving skills. Most can change into and out of their physical education kits and are learning to keep their possessions tidy. They have access to a range of activities such as play dough, mathematical games and select their own books from a book box.

Children use the outdoor area for planned sessions but there are fewer opportunities for children to decide for themselves whether they want to be inside or outdoors. Although the resources are limited due to storage space, staff ensure that the children have access to a wide range of activities. Resources are rotated and the supervisor ensures that the children receive the full Early Years Foundation Stage curriculum during their time at both settings. Planning clearly indicates the purpose of these sessions and is linked to the children's next steps in their learning and development. However, opportunities for children to have small group or individual support is limited. Observations are used well to assess children's stage of learning and for planning. Any observations made during these sessions are recorded in a book and transferred to the children's individual learning journals and their progress is tracked carefully.

Children are well cared for and have good knowledge of how to stay safe. They behave extremely well and are developing into confident individuals. Children play extremely well together and are gaining a good understanding of the expectations required of them when they start school. They take turns and listen carefully to each other's ideas and suggestions. They respond well to praise and know the 'golden rules'. They particularly enjoy having responsibilities such as calling the register and tidying equipment away. They take responsibility for ensuring their clothes are tidy so that they change quickly at the end of the session. They help to organise the tables for snack. Children enjoy a small healthy snack and pour their own drinks. They have lunch with the older children in the school and enjoy this experience very much. Children have a good understanding of the need for a healthy diet and exercise. The sessions held in the school hall are preparing the children well for their next stage in learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	2

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