

Butterfield Pre-School Group

Inspection report for early years provision

Unique reference number

EY401436

Inspection date

06/05/2010

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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Butterfield Pre-School Group has been registered since December 2009. It was originally registered in 1990. It operates from a unit in the grounds of Junction Farm School, situated in Eaglescliffe. The group has sole use of the premises. Children have access to a large play room. The facility serves the local and surrounding areas. The setting is open five days a week from 8am to 6pm, for 46 weeks of the year, excluding bank holiday.

A maximum of 26 children under eight years may attend the setting at any one time. Older children may also attend. There are currently 78 children on roll. Of these, 54 are within the Early Years Foundation Stage. Children attend for a variety of sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three full-time and four part-time members of staff working with the children; this includes the person in charge. Six members of staff have appropriate childcare qualifications. The manager is working towards an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a warm, welcoming and caring atmosphere, which leads to all children, families and visitors feeling welcome. The sufficient range of resources and experiences offered provides all children with the opportunity to make sound progress in their learning and development. There are positive partnerships with parents. Staff work closely with parents to meet the individual needs of all children. Appropriate arrangements are in place to ensure children's safety, and most health needs are promoted. The setting has started to evaluate its own practice, but systems are not yet sufficiently robust to ensure continuous improvement throughout all areas of the provision.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risk for outings and trips, and carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- ensure that all children have opportunities to be able to flow and move between the indoors and outdoors, where possible, to give them choice and the freedom to explore
- develop the use of observations and assessments to identify learning priorities and to enable staff to track children's progress towards the Early Learning Goals, ensuring that all areas of children's learning and development are met and that there is a balance of adult-led and freely chosen or child-

initiated activities

- continue to develop the procedures to promote reflective practice and self-evaluation, and identify priorities for development to improve outcomes for children
- develop systems in order for practitioners to share on a regular basis children's learning and development records with parents and other providers who also deliver the Early Years Foundation Stage to children who attend the nursery.

The effectiveness of leadership and management of the early years provision

The nursery has a welcoming atmosphere, with friendly and approachable staff who work well together as a team. Appropriate induction procedures ensure all staff are familiar with relevant policies and procedures, such as the safeguarding children's policy. Staff know their roles and responsibilities, and know who the designated person is to report any concerns to. The sound recruitment and vetting procedures in place ensure all staff are suitably qualified, safe and suitable to work with children. Although staff carry out daily written checks which cover all areas of the premises, they have not yet completed risk assessments for outings. The fire evacuation procedure is practised with most children, however, it was last carried out during school holidays. This means that younger and new children attending the nursery are not fully aware of what to do in the event of a fire.

The manager has started to use the Ofsted self-evaluation system as a means of identifying the setting's strengths and weaknesses. However, the system is still in its infancy. Feedback from parents through recent questionnaires, along with the views of the staff and the older children, are helping the nursery to make some future improvements. For example, staff have identified that they would like to attend training to improve their knowledge and understanding of the Early Years Foundation Stage framework. This will help them to develop better systems for planning and observing children's learning. Staff demonstrate commitment to improving their own knowledge and childcare skills through continued training. For example, the manager is working towards the early year foundation degree, and some staff are working towards their National Vocational Qualification at level 3. The nursery have a policy for inclusion of children with special educational needs and/or disabilities. Children who speak English as an additional language are supported sufficiently within the setting. Resources are appropriate to children's ages and phases of development and support children's learning and development appropriately. Space is organised so children can move around and play freely.

Staff have developed friendly relationships with parents and carers as they exchange verbal information on a daily basis. Policies and procedures are shared with parents when their child first starts the provision. Parents also receive newsletters, and relevant information is displayed on the notice board. Staff talk to parents about what their child has been doing and how they have been at the nursery when collecting them. However, parents are not involved in extending children's learning at home or in assessing children's starting points and capabilities. Although the links with the school are becoming established, the

systems are yet to be developed to fully capitalise on the good relationships that clearly exist between the school and the setting.

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

Children are happy and confident, and behave well. The play environment is child-friendly and welcoming. Attractive displays of the children's artwork help to promote children's self-esteem and confidence. Most staff demonstrate a sound understanding of the Early Years Foundation Stage learning and development requirements and children are making satisfactory progress in their learning and development. However, most of children's play is adult-led, for example, staff frequently tell the children which area of the nursery they need to go to next and what they need to do during and after a planned activity. Also, due to the nursery's routine opportunities for children to experience continuous provision, both indoors and outdoors are not always freely available to children. This approach does not allow for children to have opportunities to be independent, or to become critical thinkers and skilful learners. Most staff have begun to do simple observations and assessments of children's learning. Future planning is the responsibility of the manager. Consequently, children's learning priorities are not fully identified and planning is not linked to any particular area of learning or to children's next steps in their learning. Therefore, staff cannot fully identify gaps in children's learning.

Children are involved in a suitable range of planned activities, and these are changed after each session for the children who attend different times of the day. Staff supervise the children at planned activities, for example, some children make patterns from the cut-up paper and glue with the staff. Staff set the room up prior to the children arriving and these include all areas of learning. For example, there is a water tray with toy animals in it, jigsaws, books, musical instruments, and a creative and role play area. The nursery offers children some opportunities to play with technological activities. For example, children use the computer well, using the mouse and keyboard appropriately. This helps to develop children's knowledge of everyday technology. Children celebrate festivals such as Chinese New Year, St. George's Day, Diwali, and Christmas. This, along with an appropriate selection of resources and pictures which reflect positive images, helps children learn to respect others. An appropriate range of equipment, such as jigsaws and construction materials, helps children to develop problem-solving skills. For example, they make fire engines out of blocks and talk about 'how the fire engine is bigger than them'. Children are beginning to use their imaginations as they talk and demonstrate the actions of their favourite 'superhero' characters. Children enjoy playing games together such as 'the sound lotto' game, where they match noises to their pictures on the cards. Staff read stories frequently, and at circle time children enjoy talking about their favourite foods and what they like to do at the setting.

Children are beginning developing a sense of how to stay safe within the nursery, for instance, they know that they must hold on to the banister when walking down the ramp outdoors, 'so they don't fall'. They enjoy a visit from a local police officer

and the fire service. This further helps children to feel safe. Procedures to prevent cross infection are in place, for example, staff clean the tables before children eat their meals, there is a sick child policy in place and children routinely wash their hands before snack and before eating their lunch. Children can either attend the school for their main meal or parents provide packed lunches. These are stored appropriately. Meal times are a sociable occasion as children talk about where they have been and what they have been doing with their parents, such as 'going to the fair'. They talk about the healthy options that they have in their lunch boxes and how the fruit will make them grow 'big and strong'.

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

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| 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

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|--|---|
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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