



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511725

DfES Number: 583507

INSPECTION DETAILS

Inspection Date 07/06/2004
Inspector Name (Kate) Kathryn, Jane Ryder

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Butterflies,'The Oldham College'
Setting Address Rochdale Road
Oldham
OL9 6AA

REGISTERED PROVIDER DETAILS

Name The Oldham College

ORGANISATION DETAILS

Name The Oldham College
Address Rochdale Road
Oldham
Lancashire
OL9 6AA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Butterflies opened in 1993. It operates from three rooms in a single storey building situated within The Oldham College campus. It offers day care to the children of students and staff of the college.

There are currently 50 children from five months to four years on roll. This includes 18 three and four year olds who are in receipt of the Nursery Education Grant. Children attend for a variety of sessions to accommodate student and staff's timetables. The setting currently supports a child with special needs and a small number of children who speak English as an additional language.

The group opens five days a week, term time only. Sessions are from 08:30 until 18:00.

There is a team of ten staff who work with the children, all of whom have early years qualifications to NVQ level 3. The group receive support from an Early Years Advisory Teacher from the Early Years Development Childcare Partnership (EYDCP) and they have gained a quality assurance award through Oldham Childcare Scheme, Quality for All.

How good is the Day Care?

Butterflies, The Oldham College provides good care for the children.

All of the staff team have early years qualifications and a clear staff induction procedure for new workers is implemented. Children are in appropriate aged groups and attached to a key worker. The environment is clean, bright and well maintained although the laundry extractor fan requires attention. It is child centred with children's work displayed throughout the building. Written records are of a good standard with only minor attention necessary.

There are effective security systems in place and there are good routines for promoting children's health and hygiene. There is a clear child protection statement

and the person in charge has good knowledge and understanding about child protection issues.

Children are provided with a wide range of toys and staff plan activities within the framework of an early years curriculum and birth to three matters. Staff have a consistent approach towards managing children's behaviour and they respond well.

Relationships with parents are good. They are provided with comprehensive information about the setting and are provided with a copy of the policies and procedures. Systems for sharing information about children's developmental progress could be improved.

What has improved since the last inspection?

At the last inspection it was agreed to include information regarding bullying to the behaviour management statement. The statement has been revised and provides information for staff and parents.

What is being done well?

- The number of staff qualified to NVQ level 3 and the commitment to ongoing training is good and ensures staff continually update their childcare knowledge and skills.
- The key worker system ensures effective observations of children's abilities and achievements are monitored and recorded and used to help staff plan to meet individual developmental needs through a wide range of activities. Staff have warm relationships with the children and respond to their individual needs well.
- Displays of children's creative work, posters and photographs of the children engaged in a wide variety of play activities provide a child centred environment. Children are organised into age appropriate groups within separate rooms. A safety surface makes the outdoor environment especially child friendly.
- Attention to children's safety is emphasised, there are good levels of security measures in place to ensure children are kept safe, a high proportion of staff have current first aid certificates and have attended child protection training. There are good health and safety policies in place and staff positively encourage children's personal hygiene practices.
- Staff have consistent and positive approaches to the management of children's behaviour. They use a range of appropriate strategies to encourage positive behaviour.
- Good procedures are in place to keep parents well informed about the setting and their children's development through assessment records, newsletters, past inspection reports, information displays and parent afternoons.

What needs to be improved?

- the maintenance of the laundry extractor fan
- the procedure for sharing information with parents about children's developmental files
- the complaints procedure, to add Ofsted's address.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure the laundry extractor fans are regularly maintained and are in good working order.
12	Review the current practice of parents waiting in the porch to collect their children in order to enhance the daily exchange of information about children's developmental progress.
14	Ensure Ofsted's address is added to the complaints procedure

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Butterflies Nursery at the Oldham College offers good quality provision which helps children make generally good progress towards the early learning goals.

Children's progress in all six areas of learning is generally good.

The quality of teaching is generally good.

The staff have a good knowledge of the early learning goals and provide an interesting and varied programme of activities which helps children to make good progress.

The continuous provision of a good range of good quality resources ensures that children can exercise choice, return to activities to practice and refine their skills, and develop their own play ideas. The play area is well organised into different learning areas. The book area, however, lacks appeal and is less well used by the children than other areas.

Medium term curriculum planning is clear and detailed and ensures that a good range of interesting activities are planned around the six areas of learning in the indoor and outdoor play areas.

Short term planning is less effective in identifying what children of differing abilities and understanding are expected to learn from adult-led activities.

An assessment system is used to record children's progress and the staff have an understanding of what the children know and can do. This information is not yet used effectively to plan activities to encourage the next steps in children's learning.

Leadership and management is generally good. The pre-school staff work well together and are clear about their roles and responsibilities. There is a strong commitment to further development, with staff frequently attending training events to develop their skills and knowledge.

Partnership with parents and carers is generally good. Parents can have access to a good range of information such as photographs and written information about the six areas of learning and nursery activities, though they do not often exchange information with staff about the children's progress.

What is being done well?

- The staff provide children with very good opportunities to develop their skills in investigation and exploration. The children use a good range of resources to observe objects, such as magnifying glasses to observe the differences of items such as buttons and beads. They take part in simple activities to

observe changes and find out what happens such as making ice and watching it melt, and making scrambled eggs.

- The children are provided with some very good and interesting opportunities to use all of their senses. They investigate textures of objects on a 'feely tree' and often take part in activities involving tasting different foods for example.
- The pre-school staff work well together. They are well supported and have a strong commitment to professional development through frequent attendance on short courses.
- The clear medium term planning of activities ensures that an interesting selection of activities are provided to promote children's learning well in both the indoor and outdoor play areas.
- The play environment is well organised to allow the children to make choices and access a good range of toys and resources.

What needs to be improved?

- the encouragement of children's interest in books for enjoyment and reference in a comfortable and appealing book area, and the opportunities for children to practice early writing skills for a purpose, such as lists and menu's in the role play, and writing their names on their own work
- the use of assessments to identify children's progress along the stepping stones and planning of the next steps in their learning. The identification on short term plans of what children of differing ability and understanding are expected to learn from activities, and how they will be supported, including children who do not use English as their first language
- the frequency of opportunities to share information about children's progress with parents and carers and involve them in the assessment process.

What has improved since the last inspection?

At the last inspection four key issues were identified.

The first was to 'Introduce systems to assess children's progress. Link these to activity plans to meet the needs of the children'.

Some progress has been made by introducing assessment profiles which link to the six areas of learning. These identify the progress children make, though they do not cover all stepping stones to ensure thorough assessment, and are not yet used routinely to inform activity planning. This forms an issue from this inspection.

The staff do now use assessment well to identify and monitor the progress of children with special needs.

The second issue was to 'Modify planning to promote all six areas of learning. Include what children are expected to learn from activities and how they will be

grouped to challenge them effectively'.

The staff now plan a good range of interesting activities which promote all areas of learning. They identify what children are intended to learn, though do not yet show on the planning how activities will be varied for children of differing abilities and which stepping stones they are promoting. This forms an issue from this inspection.

The third issue was to 'Offer parents more information on the educational provision. Provide more opportunities to share information of children's progress and for parents to contribute to children's' assessments'.

Some progress has been made on this issue. Parents do have access to very good information about the curriculum in the nursery entrance hall. There are still too few opportunities for parents to be involved in the assessment process or to discuss children's progress. This forms an issue from this inspection.

The final issue was to 'Develop the staff training programme to ensure that staff have secure knowledge of the six areas of learning'.

Very good progress has been made on this issue. The staff have received training on the early learning goals and now have a secure knowledge of these.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good levels of independence in the nursery. They are confident in the nursery environment and are keen to explore play activities. They make frequent choices about what they do and select from a good range of toys and equipment. They co-operate well together during activities, and learn to take turns and share. They behave generally well, and respond to clear instructions and praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good opportunities to develop language, such as discussion times and when learning new vocabulary relating to the current topic. They learn about letters and their sounds when looking at the beginning letter of their own, and other children's names, for example. They use many good opportunities to make marks such as tracing with their fingers in fine sand. They have fewer opportunities to practice early writing for a purpose, such as writing menus in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten often and with confidence during play and nursery routines. They count the number of plates at snack time, the number of children playing in the sand. They use their knowledge well to solve problems such as how many bean bags will be left if they take one out of a bucket. They develop a good awareness of shape and pattern when making symmetrical patterns using different foods to make a pizza for example.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a strong sense of exploration which they use to investigate why things happen, such as melting ice cubes. They use their observation skills well to notice differences in familiar objects using magnifying glasses. They enjoy many good planned activities linked to themes to find out about people and the world in which they live, they go for walks locally to observe the environment, they celebrate different cultural festivals and are visited by the fire service, for example.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy many good planned opportunities to practice movement, co-ordination and control, such as music and movement and outdoor play sessions. They have access to a good range of resources to develop skills, and enjoy activities which are designed to promote particular skills, such as throwing and catching balls to develop co-ordination. They develop fine motor skills and hand eye co-ordination well through using tools such as scissors and pencils.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children create objects in two and three dimensions using a variety of different media and materials such as paint, sand, collage materials. They use their senses often to taste different foods and explore the texture of items on the 'feely tree' for example. They develop their imagination in the role play area which is varied to create different scenarios such as a take-away shop. They sing familiar songs often during the day and they enjoy making their own music with percussion instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- promote children's interest in books for enjoyment and reference by providing a comfortable and appealing book area. Increase the opportunities for children to practice early writing skills for a purpose, such as lists and menu's in the role play, and writing their names on their own work
- continue to develop the use of assessments to identify children's progress along the stepping stones and planning of the next steps in their learning. Identify on short term plans what children of different abilities are expected to learn from activities, and how they will be supported, including children who do not have English as their first language
- increase the frequency of opportunities to share information about children's progress with parents and carers and involve them in the assessment process.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.