



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109846

DfES Number: 520913

INSPECTION DETAILS

Inspection Date	06/05/2004
Inspector Name	Marilyn Joy

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tiptoe Butterflies Preschool
Setting Address	St Andrew's Church Hall Tiptoe Lymington Hampshire SO41 6FR

REGISTERED PROVIDER DETAILS

Name	The Committee of Tiptoe Butterflies Preschool Committee
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ORGANISATION DETAILS

Name	Tiptoe Butterflies Preschool Committee
Address	St Andrew's Church Hall Tiptoe Lymington Hampshire SO41 6FR

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

Tiptoe Butterflies Pre-school is a community pre-school managed by a voluntary committee. It opened in 1979. It operates from a community hall in the village. It serves the local and surrounding area.

There are currently 36 children from two years to five years on roll. There are 19 funded three-year-olds and 13 funded four-year-olds. There are 2 with special educational needs and

none with English as an additional language. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00

There are seven members of staff who work with the children. There are three who have early years qualifications and one is currently working towards a recognised early years qualification.

How good is the Day Care?

Tiptoe Butterflies Pre-school provides good quality care for children. A welcoming and well-planned learning environment is provided where children develop confidence and independence. A very good range of resources is available and organised storage enables equipment to be easily accessed by staff. Most documentation is in good order.

Staff have a good awareness of health and safety and clear procedures are in place to ensure a safe environment is maintained. Children learn to use equipment safely. Staff have a good awareness of health and hygiene issues. They encourage children to access facilities independently and good hygiene routines are promoted most of the time. The pre-school has a positive attitude to caring for children with special needs.

Children are involved in a wide range of activities to stimulate and challenge them in all areas of learning. Staff are interested in what children do and say, they interact effectively promoting their language and understanding. Staff have a good understanding of behaviour management strategies and provide clear and consistent boundaries. Praise and encouragement is used to promote positive behaviour. Children know what is expected of them and behave well.

Partnership with parents is given a high priority. Parents have access to a range of information about the pre-school and their child. Most policies and procedures are up-to-date. Staff have a good awareness of individual needs and respect parent's wishes regarding their care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Parents are provided with a good range of information about the setting and their child. Newsletters and the notice board keep parents up-to-date with current issues, topics and daily planning. Information about children's progress is shared daily or at formal discussions with their key worker. Parents have opportunities to contribute to their child's records.
- A very good range of resources is available to promote children's learning and provide challenges in all areas, particularly physical play, science, music and construction. Staff have developed their own resources to link to specific topics, such as a technology toy that becomes a milk float which children programme to deliver milk along the street they have made.
- The pre-school has a positive attitude to caring for children with special needs and staff have attended relevant training. They work closely with parents and other agencies. They prepare specific resources to support individual children and use them well to benefit everyone.
- Children develop independence at snack time. They complete a chart to choose their drink and then serve themselves. They share out the apple and biscuits. They are regularly involved in cooking activities and eat what they have made, such as banana and chocolate muffins. Staff take account of children's individual dietary requirements.

What needs to be improved?

- children's awareness of hand washing routines
- documentation, policies and procedures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
7	Consider arrangements for hand washing to ensure all children develop an awareness of their own personal hygiene.
14	Update documentation, including the lost child, complaints and child protection policies, and share with parents.

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

How effective is the nursery education?

The provision for nursery education at Tiptoe Butterflies Pre-school is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a good understanding of the early learning goals and use this knowledge well to provide a well planned curriculum to stimulate and challenge children in all areas of learning. A very good range of resources helps to provide an exciting and inviting environment where children enjoy learning. Staff present activities in an enthusiastic and lively manner and interact effectively with children extending their language and understanding well. Staff use their knowledge of individual children to ensure activities are at the right level and allow time for them to consolidate their learning. Regular observations are used to plan for individual children's progression although records are not always clearly linked to the stepping stones. Staff form relaxed and friendly relationships with children, encouraging conversations and opportunities for them to share their experiences.

Partnership with parents is very good. Parents are provided with a good range of information about the pre-school. Regular newsletters keep parents up-to-date with current issues and termly planning is displayed on the notice board. Parents can discuss their child's progress informally on a daily basis or attend open meetings where they can contribute to their child's records.

Leadership and management is very good. Strong leadership on a daily basis provides a clear foundation for children's learning. Staff have a good understanding of their roles and responsibilities and are supported by the leader and committee. The pre-school is committed to improvement through ongoing training, evaluation and development of resources. Partnership with parents is given a high priority. Their views are sought and responded to.

What is being done well?

- Strong leadership and management as well as partnership with parents provides a sound foundation for children's learning.
- A strong emphasis is given to children's personal, social and emotional development. Staff provide experiences and support to enable children to feel confident, secure and motivated to learn.
- Children are developing confidence in communicating with others and expressing their own ideas. Staff encourage their language skills and introduce the vocabulary to help children express themselves.
- A stimulating programme of activities provides opportunities for children to try new experiences as well as build on what they know and can do. Staff give

children time to experiment, practise and consolidate their learning.

- Children have opportunities to develop skills in using a variety of technology. They complete simple programmes on the computer, direct a programmable toy and operate a cassette player.
- Focus areas for improvement are used to develop the provision. Staff attend training and share their learning. Resources are extended to support the activities.

What needs to be improved?

- recording children's progress
- the book area.

What has improved since the last inspection?

Very good progress has been made since the last inspection when the pre-school was asked to address the following:

develop existing plans to show how the children will be grouped. Details of staff deployment and grouping of children is included in the plans and discussed at staff meetings. This has enabled activities to be presented at the right level for different groups of children.

enable children to have access to a greater range of creative materials so they can select and explore for themselves. This will enable children to use their own imagination rather than being directed by an adult. Children can now select a variety of craft materials and tools for themselves in order to create their own designs and collages. They also have opportunities for free painting and construction with a variety of materials.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and interested in the activities set out. Children demonstrate increasing independence as they move around the setting. They make choices, select their own craft resources and complete a chart to show what activities they have carried out. Children are developing self-confidence and self-esteem. They are learning to play co-operatively, share and take turns. Many show respect and care for others. They know the rules of the setting and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing good communication skills with effective support from staff. They listen attentively at circle time and many confidently contribute their own ideas. Children are beginning to recognise familiar sounds and letters. Many recognise other names as well as their own. There is a good range of books although few children choose them. Children engage in a variety of activities to develop their pre-writing skills and attempt writing during role play. Some can write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their number skills. Many count confidently and recognise corresponding numerals. Mathematical concepts and language are introduced through practical activities. Children sort sizes when putting socks on the line and explore shapes when constructing with bricks and making puzzles. They sequence colours and events in a story. They measure weight and volume. Children develop an awareness of calculation, such as more and less, through number rhymes and counting games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A wide range of topics and resources enable children to explore, investigate and examine different materials and objects. Children grow vegetables and make cakes to observe change. They use microscopes and examine living things. They construct with a wide range of objects and select tools and resources to join and assemble. Children are interested in ICT and many demonstrate increasing competence in operating equipment. They find out about their local community as well as the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with control and co-ordination. They have time to practise and develop their skills. They use small and large equipment to climb, balance, throw, kick and ride. They are developing spatial awareness during music and movement as well as when manoeuvring pushchairs or small cars and figures. Children demonstrate increasing competence in using a wide range of tools and materials such as when threading, cutting or drawing. Staff help children to use equipment safely and independently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are developing confidence in expressing themselves creatively through art, imaginative play, music and design. Many concentrate for extended periods as they explore different mediums such as paint, dough and rice. They create collages and make 3D models. They explore rhythm and sounds when playing instruments and enthusiastically join in with songs. An exciting role play area encourages their imagination as well as providing opportunities to recreate their own experiences.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop the system for recording children's progress to ensure each aspect of learning is included
- develop the book area to encourage children to access books more often.

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.