



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 318699

DfES Number: 581455

### INSPECTION DETAILS

Inspection Date	12/05/2004
Inspector Name	Nighat Ghani

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Butterflies Playgroup
Setting Address	St Mary's Church Centre 44 Moss Lane Sale Cheshire M33 6GD

### REGISTERED PROVIDER DETAILS

Name	Mrs Shiona Fosh
------	-----------------

## 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 Pre-School opened in 1997. It operates from large church hall in Sale not very far from the local schools, parks and shops. The pre-school mainly serves the local area.

There are currently 34 children on roll. This includes 5 funded 3 year-olds and 10 funded 4 year-olds. Children attend for a variety of sessions.

The group opens five days a week during school term times and sessions are from 09:15 until 12:45.

Two full-time and 2 part-time staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. The setting receives support from a teacher from the Early Years Development and Childcare Partnership

### How good is the Day Care?

Butterflies pre-school nursery provides good quality care for children. Qualified and experienced staff work closely with the children. Staff are well organised and use resources to provide caring, stimulating and supportive environment for children. There is a wide range of play materials, and equipment available for children. Policies and procedures are in place for the effective management of the facility.

Effective steps are taken to ensure that children are safe and secure both indoors and outdoors. Staff are aware of Health and Safety procedures and implement them effectively. Children are aware of the nursery routines, which help them understand safety, personal hygiene and cleanliness. Snacks provided are varied and nutritious. Staff promote healthy eating on every Wednesday, but do not talk about healthy foods or why we need to eat them.

The resources in place reflect positive images. The activities are set out in the six areas of learning. Children choose from a wide range of play materials and can move freely from one activity to another, however staff do not make sure that all the

children move on to different activities to widen their experiences and learning. Staff structure some activities, so that individual developmental needs are met, however over all there is lack of adult teaching/direction during the session. Physical play is organised indoors, which is noisy at times thus distracting children to concentrate on focused activities. Children are given praise and encouragement, which promotes independence and boosts their self-confidence and esteem. Children are well behaved.

Parents are provided with good quality written information about the setting. Staff have good relationships with parents, respecting their views about their child's routines, needs and preferences. There are effective systems in place for keeping parents informed about their children's progress.

#### **What has improved since the last inspection?**

At the last inspection there was only one action raised, which was to provide an accident recording book. This is now in place and staff have recorded all the accidents that occur at the pre-school.

#### **What is being done well?**

- Staff plan and provide a broad range of practical activities which develop children's thinking and their ability to solve problems. The staff's interaction with the children is very good. Children are able to play and learn independently. They have opportunities to initiate their own activities and explore freely. Activities are presented in an interesting and thoughtful way, which provides children with the opportunity to be creative and imaginative.
- Staff give high priority to ensuring children are safe both inside the premises and when outside. They effectively promote an awareness of health and safety amongst the children through the daily routines. Children are able to visit the bathroom safely and independently, they have a good understanding of why they wash their hands. Planned play activities and discussion with children also extends their understanding of health and hygiene.
- Children are settled, have warm relationships with the staff and are keen to communicate with them. They relate well to each other. Staff handle children's behaviour in a calm, clear and consistent ways, which is age appropriate to their development and understanding. Children are confident, have high self esteem, are well behaved and are encouraged to show respect and consideration for others.
- Parents are provided with a wealth of information about the setting, its policies and procedures; they have strong partnerships and trusting relationships with the staff. They are actively encouraged to participate in the parents rota and in their child's learning, and are well informed about activities and forthcoming events. Parents are kept informed of their children's development through daily communication, coffee mornings and written reports twice a year.

**What needs to be improved?**

- the organisation of indoor physical play activities.
- the balance of adult led and child initiated activities throughout the session.
- the children involved in different activities during the session.

**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
2	Review the organisation of indoor physical play activities.
3	Ensure that there is a balance of adult led and child initiated activities throughout the session
3	Ensure that all children move around activities to experience and learn from a broad and balanced curriculum during the session.

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

### How effective is the nursery education?

Butterflies Pre-school offers good nursery education which enables children to make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional and creative development.

Teaching is generally good. Staff have a secure knowledge of the foundation stage and use the stepping stones to help children to make progress. Plans, activities and assessments are organised under six areas of learning to offer a well-balanced programme, however staff do not ensure that all the children benefit from this. Some children participate in only one activity during the full session. Physical play is organised in the main hall, which, at times gets very noisy making it difficult for children to concentrate on focused activities. Overall, there is a good balance of adult lead and child initiated activities, however staff do not often direct children to extend their play. Good assessment systems and planning are in place. Any gaps identified in assessments are used to inform planning.

Leadership and management are generally good. The leader has a strong commitment to positively promote the quality of care and education for all the children who attend. Staff are deployed effectively, and are aware of their roles and responsibilities. Staffs training needs are identified at appraisals that take place once a year. Good open communication systems are in place.

Partnership with parents is very good. Good relations are formed between the staff and parents. Staff welcome and greet the parents and children warmly as they arrive. Plans are displayed for parent's information. Newsletters are sent home on a regular basis to inform parents of any changes. Staff and parents exchange information about children's progress on a daily basis whilst parent's coffee mornings provide more formal opportunities for discussion. Parents are encouraged to comment on children's records.

### What is being done well?

- All staff have secure knowledge of the foundation stage. Plans, activities and assessments are organised under the six areas of learning, which ensures that children are offered a well-balanced programme.
- The strong systems for sharing children's progress with all parents and the pre-school's commitment to involving parents in their children's learning has a positive impact on the children's progress.
- Children are happy, secure and are well stimulated in their environment. Children are confident and formed good relationships with their own peer group and the staff. A good range of activities and resources are available for children to choose from, with children having the opportunity to access

resources freely to expand their play. Children enjoy the mathematics area and have many planned and spontaneous opportunities to sort, match and sequence and develop their mathematical understanding.

- Good management skills, which effectively support staffs development and clear understanding of their roles and responsibilities contributes to the strong team work, where the staff are involved and committed to the improvement of the care and education for all children.

#### **What needs to be improved?**

- the level of adult direction in child initiated activities to extend children's play
- the noise level in the hall
- the balance of experiences for all children during each session
- the children's listening skills during large group activities.

#### **What has improved since the last inspection?**

Limited progress has been made in addressing the two key issues from the previous inspection. The first key issue was to continue to develop children's listening skills during large group activities. The staff have made limited progress in this area. Children are disruptive in a large group and the staff find it difficult at times to gain their attention. The second key issue was to provide a range of structured activities to develop children's physical skills using large and small equipment. Children get many opportunities to develop their physical skills however there are no structured physical activities planned for the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and form good relationships with their own peer group and the staff. A good range of activities and resources are available for children to choose from, with the opportunity to access resources freely to expand their play. Personal skills of independence are demonstrated as children freely access the toilets, wash their hands and put on their aprons as they start to play in the water. Children generally behave well and are aware of the rules.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use a wide range of vocabulary to express their ideas and opinions to communicate with others. Children do not get the opportunity to mark make in child-initiated play such as writing shopping lists in the home corner. Children are able to recognise their names during registration time. Children's listening skills are less developed as they become distracted in large group situations. A good range of books are available but children do not access them freely.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy the mathematics area and have many planned and spontaneous opportunities to sort, match, sequence and develop their mathematical understanding. Children use mathematical language well during play and demonstrate a good understanding of concepts such as size. Some children count confidently to five and more able children beyond. Children do not get enough opportunities to develop an understanding of addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have daily access to a computer, they understand the programmes well, and have very good mouse control, most use the computer without adult support. Children learn about the environment and have many opportunities to learn about their culture and the culture and beliefs of others. They use their design making skills when playing with construction toys. They rarely access programmable toys or have opportunities to explore and investigate to find out why and how things happen.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children refine their fine motor skills by using a range of tools in the water, sand, play dough, painting, drawing and gluing. Music and movement supports children's co-ordination skills, and encourages them to move imaginatively. Physical play provided indoors gives opportunities for children to enjoy vigorous play and practice their motor skills, however due to this, at times it becomes very noisy indoors for other children to concentrate on their focused activities.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children make good use of the vast selection of easily accessible and well-presented creative materials, however some children were seen to spend the whole session at the creative area without staff encouraging them to take part in other activities on offer. Children are very creative and make good use of resources to extend their role-play; they use stethoscope, bandages and syringes appropriately on each other and their cuddly toys.

**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**

- that there is some adult direction in child initiated activities to extend children's play.
- assess the noise level in the hall.
- that all children have a good balance of experiences during each session.
- continue to develop children's listening skills during large group activities, so that children can maintain their attention.

*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.*