

Butterflies Pre-School & Priory Kids

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*.

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.

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Description of the setting

Butterflies Pre-School & Priory Kids was registered in 2002 and is run by a private individual. It operates from two designated units within the grounds of Priory Primary School in Hull. Children have access to an enclosed outdoor area. A maximum of 52 children aged under eight years may attend the setting at any one time. The pre-school currently takes children from two to five years of age, with care of older children offered by the out of school provision. The pre-school is open Monday to Friday during term time and the school holidays from 7.30am until 6.00pm. The setting also provides an after school club which operates Monday to Friday from 3.15pm until 6pm and in the holiday period from 7.30am until 6pm.

There are currently 96 children under eight years on roll. Of these 84 are within the Early Years Foundation Stage. The pre-school provides funded early education for three and four-year-olds. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. Of these, 10 members of staff hold an appropriate early years qualification to level 3. The manager is in the process of achieving Early Years Professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming and inclusive setting. There are effective arrangements in place to safeguard children and promote their health and safety, including links with other professional agencies. Staff ensure that policies and procedures are followed effectively. Good relationships with parents and carers and the school ensure that the individual development needs of children are met well. Self-evaluation procedures are effective and clearly identify strengths and areas for improvement ensuring that the setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further an effective system for observation and assessment, which is used to plan for children's individual needs and to move children to the next stage in their learning and development.

The effectiveness of leadership and management of the early years provision

The driving ambition of the manager encourages all staff to work extremely well throughout the setting ensuring that consistently good quality care is provided for all children. The setting has effective safeguarding procedures in place and appropriate recruitment strategies to ensure staff working with children are suitable. All the required records are in place and provide a robust framework for the care of the children. Policies and procedures are reviewed regularly to ensure they meet requirements. Detailed risk assessments and daily checks also ensure that the premises, toys and activities are safe for children. Good quality resources are used to support learning. A variety of cultures and traditions are acknowledged in order to promote positive attitudes to equality and diversity.

Staff form friendly relationships with parents and carers and provide suitable information about the setting. For example, they exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. Parents say they feel welcome in this 'friendly' setting. Newsletters and information boards provide further information. Effective links with the school and other early years agencies ensures continuity for individual children's learning and development.

Staff regularly evaluate their practice and are highly committed to improving the provision even further. Regular meetings and discussions enable staff to share ideas that support the efficient running of the setting. Parents are encouraged to put their ideas for improvement in a suggestion box and regularly complete questionnaires.

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

Children are well supported by dedicated staff who know them well. They make good progress in their learning and development in relation to their capabilities and starting points. Regular observations and assessments take place. However, the observation and assessment of children's learning and progress to ensure plans are tailored to meet children's individual needs, are not fully developed.

There are many opportunities for children to develop their physical skills and increase their understanding of healthy lifestyles. They take part in a range of exciting activities in the outside area, such as riding tricycles and jumping off beams. They make music and prepare chocolate cakes using sand and water. Children enjoy using tools at the woodwork bench and hunting for mini beasts using magnifying lens. They use a range of garden tools, such as spades and trowels when they dig and plant a variety of bulbs and vegetables. Children enjoy playing in the role play area, dressing up and looking after their dolls. They play with blocks and build vehicles. They develop early writing skills using a range of mark-making resources, such as coloured felt tip pens and crayons. They enjoy looking at books as they relax on comfortable seating in the book area. Counting

and measuring skills are reinforced through number puzzles, capacity containers, and sorting activities. Children's understanding of the wider world is promoted well when they make flags of various countries taking part in the World Cup Tournament. They look at other cultures when they celebrate the festival of Chinese New Year.

Children get on well together, share their toys and take turns. They have a good understanding of how to keep safe and regular emergency evacuation practises ensure that they know what to do in the event of a fire. Children have the opportunity to learn about road safety and visits from the local police further enhances their understanding of keeping safe. Good hygiene practices are well established. Children wash their hands before snack time and after visiting the toilet. They eat healthy snacks and have continuous access to fresh drinking water. Children develop independence skills as they pour milk and wash up their plates after they have enjoyed their snack. Behaviour is good and staff are good role models, encouraging manners and politeness.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met