

Butterfly Pre-School

Inspection report for early years provision

Unique reference number EY414194
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Inspector Christine Bonnett

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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

Butterfly Pre-School opened in 1992, and is run by Butterfly Pre-School Limited. It operates from Harvey Memorial Hall, George Green, Slough. A maximum of 30 children may attend the pre-school at any one time. It is open from 9.15am to 3.15pm each weekday throughout the year. Full-time and part-time places are available. Children have access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school currently supports children with special educational needs and/or disabilities, and also supports children who learn English as an additional language.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The nursery employs seven staff, of whom five hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the group, and make progress in their learning and development. The groups provides a generally safe and clean environment for children, although weaknesses exist in some hygiene practices and the application of the rules to help children keep themselves safe. The group evaluates their practice and has the capacity to improve. Generally, the group works closely with parents for the benefit of the children, although parents do not contribute towards the evaluation of the practice.

What steps need to be taken to improve provision further?

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

- review the location of the nappy changing area to promote the health of the children
- enable children to learn how to help keep themselves and other safe by applying the rules consistently
- improve the process of self-evaluation in order to include the views of the parents.

The effectiveness of leadership and management of the early years provision

The provider/manager and her staff have a secure understanding safeguarding matters. They know the indicators of child abuse and the procedure to follow to report concerns. The robust recruitment procedure includes all the necessary checks to assess the suitability of the staff to work with children. The risk assessment of the premises identifies potential hazards, and how they are managed to prevent harm to children. All the documents and records required for the efficient management of the group, and to meet the needs of the children are in place.

The provider/manager recognises the importance to the children of continuously evaluating and improving the practice of the group. She monitors the work of her staff and discusses her ideas for improvement with them. Since registration, the group have reflected on their practice and changed the lay-out of the hall several times in order to create a more exciting environment for the children. They way snack time is managed has also been adapted to give children more freedom of choice and independence. Further training for staff is also encouraged to enhance their skills and professional development. The manager/provider welcomes the support of the local authority workers to help instigate change. Plans for future include developing the use of the garden to build upon the existing 'free-flow' system between indoors and out to enhance children's learning experiences outdoors.

The group establishes effective links with parents. All relevant information about each child is shared between the parents and staff when the child joins the group. This helps to ensure consistent and appropriate care is given. Parents take the lead in deciding how the settling in period is managed in order to ensure a smooth transition for the child. A daily verbal exchange of information is carried out between staff and parent/carers to ensure the child's immediate needs are met. At the inspection, parents commented that their children are happy at the group, and that the staff are friendly and caring. The manager/provider operates an 'open door' policy to enable parents to speak to her confidentially at any time about any concerns or difficulties. However, parents do not have the opportunity to influence change by contributing their views and ideas as part of the self-evaluation process. Links with all agencies offering additional support in relation to the care and education of the children are established and contribute towards their well-being.

Children learn about diversity through experiences they participate in, such as a project about the British Isles and the national flowers of each country. They also learn about the wider world and the traditions associated with national and religious festivals, such as eating Chinese food and making lanterns to mark Chinese New Year. The available resources adequately support children's learning. Children are encouraged to take care of them to support the sustainability of the group. Children have sufficient play space to fully explore and enjoy the resources. Staff are deployed appropriately around the hall to monitor and support all the children.

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

Children generally make progress in their learning because the staff have a sound knowledge of the learning requirements of the Early Years Foundation Stage. A system is in place to observe each child and assess their stage of development in each of the learning areas. The next step in their individual learning journey is then planned and included in the play plans. Books are compiled for each child containing their observations, along with examples of their work and photographs. Children enjoy their play and make satisfactory progress in the skills they will need for the future. For example, they use calculators to help them understand simple calculation, and play number and matching games. They understand how to handle tape measures and use clipboards to record their findings having measured the table or board. The comfortable book corner encourages children to select books independently. They also enjoy group story times and anticipate with pleasure what happens next in their favourite story. Pre-writing skills are developed as paints and pencils are accessible. As well as calculators, the role play office area contains key boards and old mobile phones to enable children to grow familiar with using information and communication technology. Children are content to work independently, or as part of a larger group.

Although the group has rules in place designed to encourage children to learn how to keep themselves and others safe, they are not applied consistently. For example, staff will call to some children to remind them not to run indoors, while other children are not reminded. In addition, the risk assessment states that children are taught how to handle scissors safely, but some run around with them. Being inconsistent with the application of rules can cause children to become confused and insecure as they are unclear of what is expected of them. However, generally children are settled and display confidence and self-esteem.

Children are learning about how to lead a healthy lifestyle. The snack time menu includes fresh fruit, carrot sticks, bread sticks, milk and water. Parents provide their child's packed lunch, and advice is given about the types of food to include in order to ensure the child has a healthy diet. Children routinely wash their hands at appropriate times during the day, and are able to relate that it is not good to eat with dirty hands. However, children's health is undermined due to the location of the nappy changing area. Its proximity to the food preparation and crockery washing area is unhygienic and could result in cross-contamination.

Children benefit from physical exercise. The garden area is used in the dry, warm weather. Children use the trampoline, balancing bars and generally run around. Movement sessions are held indoors in inclement weather. Children enjoy joining in with bending and stretching exercises and often feel their hearts beating as they monitor the changes to their bodies after exertion.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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

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

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