

Butterflies Playgroup

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*.

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Description of 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. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens five days a week during school term times and sessions are from 9.15pm until 12.45pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 16 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds.

Two full-time and 2 part-time staff work with the children. All the staff hold appropriate early years qualifications and the manager has 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 cared for in a warm and welcoming environment and effective systems are in place ensure children's safety. Assessment systems are largely in place that support children to make good progress The staff have a highly positive relationship with parents and other providers to ensure that they meet children's unique needs effectively. Clear systems are in place to evaluate the quality and effectiveness of the setting, promoting continual improvement. The recommendations of the last inspection have been met.

What steps need to be taken to improve provision further?

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

- further develop tracking systems in place, so that continued analysis of children's progress and vulnerable groups can be made.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded because the setting has effective policies and procedures in place which staff are knowledgeable of. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo ensures that adults who care for the children are suitable to do so. The completion of regular risk assessments and the implementation of practical measures means that children are safe to move around the setting.

Staff have a clear understanding the Early Year's Foundation Stage and use this to plan a broad range of activities to support children's learning. The environment is well organised and accessible to children. For example, the labeling of resource cupboards with photos means that children know clearly where they can access resources. This means that children are able to thrive and make their own choices in the learning. Staff share the manager's passion and enthusiasm and they work well together. They evaluate their practice regularly with support from the Local Authority to ensure that they set themselves ambitious and appropriate targets. They have addressed previous recommendations promptly and effectively. For example, they have devised an effective planning system based on the Early Years Foundation Stage.

Staff form excellent relationships with parents and carers. They ensure that there are superb channels of communication to obtain information about each child. Because of this, parents are actively contributing to the setting. For example, one parent stated it 'felt like a big family'. The setting and parents share detailed information about children's starting points and progress. This means that parents are fully involved in their child's learning and are well supported in making progress towards the early learning goals. The setting to ensure that there is continuity, carries these relationships though to other providers and professionals involved with the children.

Staff are sensitive to children's needs and adapt activities so that all can access them. There is an effective equal opportunities policy in place which is reviewed regularly. This means that the needs of individual children in the setting are fully included.

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

Children feel safe and secure in the setting because of the effective key person system in place. They know who to go to if they need support or are upset. This is because staff take time to develop the relationships with children through home visits. Children know how to stay safe when outside, because of the activities that are planned for them. For example, they know they must put on a helmet on when riding the bikes.

Although there is limited provision for outdoor play, children still have access to exercise. This is because staff have worked hard to develop the provision, both outside and indoors. For example, they have developed an indoor climbing frame. Children have an understanding of healthy foods because they are offered choices by the staff at snack time. They develop good hygiene practices through visual reminders that are in place in the setting. For example, above the sinks there is a photo sequence showing the children how to wash their hands.

Children make efficient progress towards the early learning goals because staff make observations of children regularly. This means that planning meets children's individual needs. While there are systems in place to track children's progress, these do not give full details about specific groups of children. Therefore, some

children's progress may not be maximized.

Children make good progress in the speech and language skills as staff give children many opportunities to speak in groups. For example, children were asked to bring an item from home relating to holidays, such as sun cream, and talk about it. They love stories, whatever stage they are at. They have favourites and join in enthusiastically with the parts they know well. Children develop their maths skills through activities, such as looking at shells and comparing sizes and shapes. They have opportunities to use ICT on a regular basis and enjoy using equipment, such as digital cameras, to take pictures.

Children behave well in the setting as staff give clear explanations and set appropriate boundaries. They select their own activities, as well as following those that staff plan, because resources are well organised. For example, when making a seaside picture, children chose their own resources, such as sand, cotton wool and pasta. Children learn about their own and other cultures through celebrations, such as Eid and a yearly Nativity.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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