

Little Butterflies Woodville Pre-school

Inspection report for early years provision

Unique reference number	EY343730
Inspection date	19/10/2011
Inspector	Debra Davey
Setting address	Woodville Methodist Church, High Street, Woodville, Swadlincote, Derbyshire, DE11 7EA
Telephone number	07929 919516
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Type of setting	Childcare - Non-Domestic

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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

Little Butterflies pre-school was registered in 1994. The pre-school is situated within church premises in a village in Derbyshire. The setting has the use of two ground floor rooms and there is a fully enclosed outside play area. The pre-school serves the local and wider community. It is accessible to all children.

The setting opens Monday to Friday term time only. Sessions are from 9.15am to 12.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 33 children attending who are within the early years range. The setting provides funded early education to three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five members of childcare staff, all of whom hold appropriate childcare qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which contributes towards ensuring that children make good progress in their learning. The needs of all children are routinely met through recognising the uniqueness of each child. In the main procedures and practices contribute towards the safety and welfare of the children. Partnerships in the wider context are used to promote good quality care and education and also contribute to the continuous self-evaluation. As a result, the pre-school's capacity to maintain improvement is good.

What steps need to be taken to improve provision further?

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

- develop further procedures to ensure that all parents have the opportunity to contribute to their child's development record
- ensure there is a named practitioner responsible for behaviour management issues
- ensure there is a risk assessment for everything a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. They routinely verify the identity of all visitors. Risk assessments are completed on the indoor and outdoor learning environments and outings, however, risk assessments are not in place for everything a child may come into contact with. As a result, hazards to children are not fully minimised. Behaviour within the setting is generally good. However, there is no named staff member for behaviour management issues which impacts on children's continuity of care. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed, consequently, children understand how to keep safe. Required documentation is in place and available for inspection. The environment is welcoming and provides good opportunities for children to make choices about their own learning and play.

Staff work well as a team and are committed to improving outcomes for children. All staff are aware of their roles and responsibilities within the setting and are included in the systems to monitor and accurately evaluate the pre-school's strengths and weaknesses. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into pre-school life. Regular staff meetings provide valuable opportunities for staff to plan and share information. As a consequence, the individual needs of the children are met. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

Partnerships with parents, carers and other agencies are good. The views of parents and carers and children are sought as part of the self-evaluation process which contributes towards ensuring that the needs of children are met. On induction, detailed information is obtained from parents and used effectively to determine the children's starting points. Staff dedicate time to getting to know children and their families. This is achieved through the effective implementation of the key-person system and informal discussion each day. The manager is currently organising further opportunities for parents to actively contribute to their children's' profiles, by organising regular formal consultations thus ensuring a continuity of care and development between home and setting.

Consequently, meaningful relationships are fostered which ensure children settle well and feel secure. Parents access information regarding the group through the use of a parents' notice board, regular newsletters and are able to leave their views and opinions in a comments box should they wish. Children benefit from continuous provision because the setting liaises with other providers involved in their learning and and seeks the support of external agencies to enhance care and

development when required.

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

The learning environment both indoors and outdoors is welcoming and child-friendly, with space for children to move around and explore. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals.

Children's communication, literacy and language skills are enhanced through a variety of activities such as stencilling, computer games and engaging in social times, such as snack with their friends. Adults engage them in conversations, extending their learning, such as discussing birthdays and singing happy birthday whilst making pretend cakes out of dough. Children cut and slice the cakes and place them in cake cases, increasing their fine motor skills. Their knowledge of the wider world is further enhanced by an interest table celebrating Diwali. Children can dress in saris and have opportunities to taste curry and poppadums. Their awareness is extended as staff talk to them about naan bread and they discuss whether they like the taste of the curry. Interesting books and examples of Diwali lamps draw the children to the table as they admire their work and recall making them.

Children are happy to approach adults and choose a book to read together in the comfy area. There is an appropriate balance of adult led and child choice activities. The outdoor environment has a variety of activities for the children to access across all six areas of learning. Children can wash babies or play in the sand tray or bounce on a trampoline. Children work together outdoors rolling balls down piping into a basket. They let the ball go as others try to catch it thus extending their ability to think critically and become independent learners. Children sit together at the jigsaw table and help each in completing them. There is much discussion as to how many pieces there are, they count together and clap when they finish, smiling at each other, 'now lets do it all again!' they laugh. Children explore the cress heads they have made recently which are displayed in the room. They are amazed as they touch the cress as it grows. Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities.

Children understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely. They enjoy a range of healthy snacks and have access to water throughout the day ensuring that they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. Children are secure and develop a sense of belonging at the pre-school. They are happy and settled, displaying confidence and self-esteem. They respond positively to the

boundaries set, such as helping to tidy up. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for transition into school.

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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