

Butterflies

Inspection report for early years provision

Unique reference number 511725
Inspection date 06/12/2011
Inspector Emily Wheeldon

Setting address Oldham College, Rochdale Road, Oldham, Lancashire, OL9
6AA

Telephone number 0161 785 4090

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Butterflies registered in 1994 and operates from a single storey building situated within Oldham College campus in Oldham. A maximum of 62 children aged from three months to five years may attend the setting at any one time. The setting is open five days a week from 8.30am to 6pm during term time.

There are currently 64 children on roll in the early years age group. A total of seven children are in receipt of funding for early education. The setting supports children with special educational needs and / or disabilities and 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 15 members of staff who work directly with the children and the manager manages the early years provision. There are 11 members of staff who hold a qualification to at least level 3 in early years and two members of staff have a level 4 in early years. The manager holds a foundation degree and an honours degree in Leadership and Management. 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 enjoy coming to the nursery. They make good progress towards the early learning goals and engage in independent, active learning in an enabling and inclusive environment. Overall opportunities for children to think creatively and be independent are mostly met. Partnerships with parents are positive and links with other providers are developing. The committed staff team demonstrate a strong capacity to maintain continuous improvement and have a clear and accurate vision for the future of the setting.

What steps need to be taken to improve provision further?

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

- value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture for example
- allow children to pour their own drinks, serve their own food at snack and lunchtimes
- ensure effective continuity and progression for children who attend more than one setting, by sharing relevant information with each other and parents.

The effectiveness of leadership and management of the early years provision

Procedures to safeguard children are well developed. All staff have attended safeguarding training and have a good understanding of the known indicators of abuse and are aware of procedures to follow should they have a concern about a child. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with children. Staff access training to ensure they have the necessary knowledge and skills to care for children. Detailed risk assessments on the premises ensure that safety is continually monitored and reviewed. All the necessary records, policies and procedures are in place and followed by the staff to allow the smooth running of the setting.

Staff deployment is effective and children are well supervised. Equality and diversity is promoted well within the setting which ensures children receive care and learning opportunities in line with their needs. Children who speak English as an additional language are expertly supported by bilingual staff and are further supported by the use of visual aids, such as props at story time and visual time lines so they know what will happen next. In addition, the nursery work closely with other professionals to ensure that the needs of children with special educational needs and / or disabilities are well met. A good range of resources, indoors and out, are used successfully to stimulate and interest children in a variety of ways, ensuring their interests are met.

The manager has a clear vision and communicates high expectations to staff about securing improvement. All recommendations made at the last inspection have been positively met, which means children are able to develop skills for the future. For example, the computer situated in the preschool room is available for all children to use and book areas have been further developed to promote children's interest in books. Effective systems for the monitoring of the quality of the provision are in place and views of children, parents and other professionals are taken into account. Partnerships with parents are positive and parents are provided with good quality information about the Early Years Foundation Stage and the learning and development of their children. Links with local schools and other early years settings which some children attend at the same time as Butterflies, are adequate. This is because staff do not share information about children on a regular basis. However, staff send transition records to teachers towards the end of the academic year which means continuity of care is satisfactory.

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

Children are cared for in a bright and stimulating environment. Areas of learning, such as the writing area are clearly defined with resources neatly stored in boxes at child height so children are able to be independent and self-select writing materials of their choice. Planning is linked to the interests of the children and there is a good balance of adult-directed and child-initiated activities. Information

from observation and assessment is used well and ensures that children achieve as much as they can in relation to their starting points and capabilities. Children enjoy imaginative play when they make objects, such as watches to represent something that has magical powers. However, children have fewer opportunities to develop their creativity in art because they engage in recreating cards which are effectively reproductions of an adult's picture or they colour in worksheets which display the same image for all children. These are ideas that have been derived from an adult and not the child's own imagination.

Babies and children feel secure and settled because their key workers ensure their needs are met. For example, babies snuggle in for comfort when they are feeling tired. Children are confident and have positive social skills when they talk about what they did at the weekend during lunch time. Children develop their pre-writing skills as they draw pictures of favourite cartoon characters. Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example, babies develop an awareness of shape, form and texture as they encounter objects in their environment. Remote control toys are available for children to use to develop their skills in information, communication and technology. This also equips them with good skills for the future. Effective use is made of the local area giving children a breadth of opportunities to help raise awareness of the wider community, such as outings to the college library and local shops. Resources that promote equality and diversity are used effectively to support children's understanding of different cultures and beliefs. For instance, older children dress up in decorative tunics and sari's. Children learn about living things in their outdoor area as they frantically dig in the mud for worms.

Children show a good understanding about healthy lifestyles and follow good personal hygiene routines. Children benefit from healthy snacks of toast and healthy meals provided by the college. However, meals and drinks are served by the staff which means children are not fully developing their independence skills. Children enjoy fresh air and a range of physical activities outdoors. Children's behaviour is good and reflects the role model provided by the staff. Gentle reminders from staff to put hats and scarves on before going out in the cold weather and practising fire evacuation procedures teaches children how to keep themselves safe.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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