

Mereway Butterfly Pre-School Ltd

Inspection report for early years provision

Unique reference number

EY424086

Inspection date

14/11/2011

Inspector

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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*.

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

Mereway Butterfly Pre-School Ltd registered as a limited company in 2011. It operates from a mobile classroom within the grounds of Abbey Primary School in Northampton. Children have access to an enclosed outdoor play area. There is disabled access to the premises. The pre-school opens five days a week during term time only. A morning pre-school session runs between 8.30am and 11.30am. A lunch club runs from 11.30am to 12noon and an afternoon pre-school session runs from 12noon to 3pm. Children attend for a variety of sessions.

The pre-school is registered to care for a maximum of 32 children who are over the age of two years. There are currently 30 children on roll. The pre-school is in receipt of nursery education funding and is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The pre-school employs seven members of staff. All members of staff, including the supervisor hold appropriate early years qualifications. The nursery receives support from an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and make sound progress in their learning and development. Most required policies and procedures are in place. Staff are continuing to develop their knowledge of the Early Years Foundation Stage and to develop existing assessment and planning systems. Self-evaluation ensures that any priorities for future development are promptly identified, in order to continue to improve outcomes for children. Management and staff are developing positive relationships with parents and understand the importance of developing relationships with other providers and services to promote the children's learning and well-being.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of the risk assessment clearly states when it was carried out, by whom and the date of any review (Documentation). 30/11/2011

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

- develop further staff knowledge of the Early Years Foundation Stage and systems to ensure that ongoing assessment is used to fully identify learning

- priorities and to track children's progress towards the early learning goals
- implement procedures to ensure that the children's bathroom and nappy changing areas remain suitable for their purpose throughout the session.

The effectiveness of leadership and management of the early years provision

Management and staff are able to identify the indicator signs of abuse and understand the importance of following Local Safeguarding Children Board procedures in the event of child protection concerns. A written safeguarding policy and all relevant guidance documents are in place to support practice. Vetting and induction procedures for all adults who work with the children or come into contact with the children are secure. This ensures that all staff are checked before they have unsupervised access to children. Staff closely monitor the arrival and departure of the children and a record of visitors is maintained. Risk assessments identify aspects of the environment that need to be checked on a regular basis. However, records do not state when the risk assessment was carried out and by whom. This is a specific legal requirement. Staff have up-to-date first aid knowledge. Clear arrangements are in place for the recording and monitoring of any accidents and the safe administration of medicines. This effectively promotes children's good health and well-being.

Management and staff hold appropriate childcare qualifications. They participate in appraisals and management encourages professional development. Staff are continuing to develop their knowledge of the Early Years Foundation Stage learning and development requirements. However, occasionally staff supervise the children and miss opportunities to fully extend their existing knowledge and skills. Consequently, some activities lack sufficient challenge and children are not always fully engaged in purposeful learning. Staff make observations and assessments of each child's achievements and interests. However, this information is not always used effectively to identify future learning priorities and to track children's development as they progress towards the early learning goals. Subsequently, children's learning and development is not always planned around their individual needs and interests.

A range of written policies and procedures covering different aspects are maintained. Self-evaluation reflects monitoring and analysis of what the setting does well and areas for development. Consequently, clear targets have been set to support the provision's capacity to continually improve. Pictorial displays help to create a welcoming environment and a range of resources are available to support children's learning and development. Staff are continuing to develop the use of the outdoor area as a learning environment across the six areas of learning and to use resources appropriately to fully support children's ongoing learning and development.

Management and staff are developing positive relationships with parents and carers. They ensure that the service provided is inclusive for all families and that everyone is treated with respect. Parents are encouraged to share what they know about their child when they start to attend, for example, any known dietary

requirements or medical needs. Daily communication books, the 'I can' board and the children's developmental record folders are used to share information with parents about their child's achievements, well-being and development. Systems are continuing to be developed to encourage parents to contribute their ongoing comments to these documents. Parents comment positively on the range of activities and the friendliness of staff. Management and staff understand the importance of working in partnership with other providers who deliver the Early Years Foundation Stage to ensure continuity and coherence by sharing information with each other and with the parents.

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

Children are making sound progress in their learning. They are content, settled and are developing positive attitudes to learning. Children receive warm, responsive care and they are beginning to display a strong sense of belonging to the pre-school. They are developing positive relationships with the staff and each other, as they learn to take turns and work together in group activities. Children learn to take responsibility and develop their personal independence, for example, they dress for outdoor play and pour their own drinks.

Children are encouraged to develop their language skills, as they repeat familiar phrases. Children look at books for enjoyment and enjoy listening to a story. They make marks as they draw and paint. Older children are developing their emerging writing skills. However, staff occasionally miss opportunities for older children to recognise letters of the alphabet by shape and sound. Children are encouraged to count and are beginning to develop their problem solving skills. For example, children complete puzzles, play number and shape games and learn to distinguish between big and small. Children have opportunities to participate in art, music and role play activities. Children make splatter paint firework pictures and create collages out of autumn leaves. They sing, dress-up and use their imaginations, as they pretend to be builders and park keepers. Children explore natural materials, such as pine cones and conkers and immerse their hands in the corn flour, sand and water.

Children are developing their understanding of how to stay safe, for example, they learn how to evacuate the premises in the event of a fire and how to cross the road during walks around the local community. They are learning to understand simple rules and boundaries. For example, children learn to share, to be kind and show positive behaviours to others. Children receive praise and encouragement, which increases their confidence and self-esteem. They are beginning to learn about diversity and difference. Children celebrate Australian day and the Chinese New Year and handle appropriate resources which positively represent people of other races, cultures and abilities. Children learn to care for the pre-schools hamster, study the lifecycle of a frog and search for mini-beasts. They use salt dough to make gingerbread people and mix ingredients together to make cakes. Children learn how to use the photocopier and the computer is used to support children's learning. For example, children count and match items and enjoy

learning about creatures that live under the sea.

Children are beginning to show an understanding about healthy lifestyles. They are encouraged to wash their hands after messy play and after using the toilet. However, staff do not ensure that the toilet and the nappy changing area remains suitable for their purpose throughout the session. Consequently children's health may be potentially compromised. Children enjoy healthy snacks, such as, fresh fruit, raw vegetables, bread sticks and cereals. Snack and meal times are social occasions where children sit together around the table to enjoy their food, each others company and develop good table manners. Activities are helping children to move and develop their awareness of space and body control. For example, children have opportunities to slide down the slide, climb on the climbing frame, manoeuvre wheeled toys and balance on the tyres. Staff are continuing to develop their skills to ensure outdoor activities provide sufficient challenge and opportunities for children to further develop their existing skills. Subsequently, activities sometimes lack sufficient challenge and opportunities for children to further develop their existing skills. Children are beginning to developing their hand-to-eye co-ordination and strengthen their small muscles. For example, children thread teddy bear figures and manipulate dough. Older children hold writing implements with growing precision.

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