

# Butterflies Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY357828
<b>Inspection date</b>	14/12/2011
<b>Inspector</b>	Lisa-Marie Jones

<b>Setting address</b>	St Mary's Church Hall, Coulsdon Road, Coulsdon, Surrey, CR5 2LA
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<b>Telephone number</b>	01737 555608
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<b>Email</b>	
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<b>Type of setting</b>	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

Butterflies Pre-School first opened in 1997 and re-registered in 2007. The pre-school is privately owned and operates from a hall within church premises situated in Old Coulsdon, Surrey. There are two indoor areas available to children and an outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school may care for 40 children under eight years at any one time, all may be in the early years age group. There are currently 41 children aged from two to four years on roll. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language. The pre-school provides free early education to children aged three and four.

The pre-school is open Monday to Thursday from 9.10am to 12.10pm during term time. A lunch club is available on a Monday and Thursday until 2.10pm. The pre-school also offers a summer club if there is sufficient interest.

A team of seven staff work with the children, of these, four hold appropriate early years qualifications and three are working towards one. The manager/provider is currently undertaking a degree in early years.

[MSOffice1]Replaced to provide continuity with rest of report.

[MSOffice2]Xref Guidance on writing EY insp reports.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and understanding of each child's needs makes sure that overall they successfully promote good outcomes in children's care and learning. Children are safe and secure and staff promote equality and diversity exceptionally well. The pre-school is welcoming and conducive to children's play and learning, both indoors and out, and facilities are utilised very effectively. Exemplary partnerships with parents, other professionals and local settings are significant in making sure that the needs of all children are met overall, including those with special educational needs and/or disabilities. Rigorous and highly effective self-evaluation by the ambitious and enthusiastic staff team makes sure that priorities for development are identified and acted on immediately, driving forward continual improvement.

## What steps need to be taken to improve provision further?

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

- develop assessments so that all adults who interact with each child contribute to the process, and that accounts are taken of information provided by parents.

## **The effectiveness of leadership and management of the early years provision**

Staff safeguard children well because they know how to implement the robust procedures should child protection concerns arise. Staff are knowledgeable and trained in child protection and are very aware of their responsibilities to safeguard the children in their care. Risk assessment is very effective in ensuring children's safety in the setting and when on occasional outings. Activities and resources promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, which are adapted to suit each child's learning ability. Children who speak English as an additional language have access to as much information in their home languages as possible with additional use of pictorial images. They explore cultural differences when celebrating various festivals. This promotes highly positive attitudes towards differences. Play materials and activities are of very good quality and well maintained. They are well organised and children have free access to areas both inside and out. Staff are deployed well to support children in activities when they are needed and ensure that children have resources to support their independent learning.

Provision in the Early Years Foundation Stage is exceptionally well led. The provider makes it a priority to develop staff's overall awareness and understanding of the learning and development requirements. The new planning and assessment systems afford an in-depth look at children's interests and next stages of development. Staff use this information to increase children's knowledge and extend their skills. Parents and carers are made very welcome and relationships are highly positive, promoting excellent consistency in the care of children. Parents have input into their children's learning and development. They have access to information via various media, such as notices and newsletters. Staff are fully aware of the importance of working in partnership with other settings and professionals involved in children's care. They have developed strong links with the local children's centre and have experience of working with other professionals. These partnerships ensure consistency of care for children and significantly support achievement in their learning and development.

Since the last inspection, the quality and standards of the early years provision has developed very well, so that outcomes for children are now good. Improvements have been made to the complaints procedure and staff have updated their knowledge of how to support children with special educational needs and/or disabilities, which they now do exceptionally well. They have improved the use of the next steps in children's learning to plan activities to meet children's individual needs. Self-evaluation is exceptionally strong and indicates that the pre-school is well aware of its weaknesses and strengths. Staff have implemented various strategies to promote better outcomes for children. The provider has a very strong commitment to continuous improvement and is always looking at ways to strive for

development in order to push standards to a higher level.

Staff develop highly effective partnerships with parents and others supporting the children. They take parents' comments from recent questionnaires fully into account, instantly acting on their suggestions. Parents comment this is a real strength of the pre-school. They also comment that their children's needs are extremely well cared for and they feel secure in the knowledge that staff are more than capable of supporting children's medical needs as well as their individual learning and general care. Other professionals involved in the children's care state that plans are shared and they work closely with staff to support the children in every way possible. This provides excellent continuity in children's care and learning.

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

Children are very happy and really enjoy everything that is on offer to them at the pre-school. They have access to a good variety of activities that promote independent learning both indoors and outside. The programme of activities is well balanced, effectively meeting the needs and wishes of children. Good arrangements are in place to observe and assess each child's achievements, interests and learning styles, so that individual learning needs are mostly addressed. However, assessment records occasionally lack sufficient detail to fully support continuity in children's learning. The curriculum takes account of the six areas of learning, so children's enjoyment and potential to achieve is good in all areas of their learning. Staff are skilled in extending spontaneous play. For example, when children dress up as superheroes staff quickly extend this into looking at real people who care for and rescue us.

Children have access to a bright, inviting, spacious room that allows free access to an exciting garden area. They make full and effective use of the activities available to them and dress up in outfits as they take part in their general play and learning. Communication and language is developing well; children are articulate, ask questions and are inquisitive. Children who speak English as an additional language are supported really well; staff are skilled in extending their language in conversation, provide resources and work closely with families to help them develop their language further. Parents join the children to support activities that promote understanding of their religion and culture. This promotes very positive attitudes towards similarities and differences through valuing children's individual backgrounds. Children eagerly delve into the cosy book corner, listen well and join in with shared story time. They manipulate tools and materials, such as scissors and play dough. They use their imaginations well to create pictures that represent objects in real life, such as food and people. Areas set up around the room invite the children to investigate numeracy and problem solving independently. Music is an important element of the pre-school and is set up to allow children the freedom to express themselves using music throughout the morning in any way they wish.

Children flourish and thoroughly enjoy the newly refurbished outside space

available to them. All areas of the curriculum are incorporated outside as they build on their learning in a bigger space. It has been carefully planned so children are safe and have sections that have been divided up for planting and growing, and children explore nature in quieter area. They still have the opportunity to whizz around on a variety of wheeled vehicles and kick footballs around, developing their physical skills further with the use of a fixed climbing frame. Tented areas invite the children to use their imagination and negotiate role play with their friends. Covered areas for sand play and other activities ensure that the area is used even in the wet weather. All toys are of a high standard and are in abundance. There are no arguments about taking turns as children negotiate time slots with each other for the especially interesting vehicles. This helps children develop good skills for the future.

Children feel safe in the setting because adults establish close and relaxed relationships with them. They approach adults with confidence and seek help if needed. Clear rules and staff encouragement allows children to take appropriate risks, such as when climbing, playing chase or using wheeled toys. This helps children recognise and talk about dangers and how to keep themselves safe. Adults create an atmosphere and environment, which enables children to play happily and co-operatively, to feel included and supported in all the activities. This results in children developing a strong sense of belonging and enjoying themselves, helping them achieve well and develop good skills for future learning. Children show good awareness of healthy lifestyles. They enjoy energetic activities, such as playing outside in all weathers using various resources. They select their snacks from healthy options and follow good hygiene routines.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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