

Butterflies Early Years Centre

Inspection report for early years provision

Unique reference number	EY361738
Inspection date	26/03/2012
Inspector	Caroline Stott

Setting address	Fagley Lane, Eccleshill, Bradford, BD2 3NS
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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

Butterflies Early Years Centre registered in 2007. It is a privately owned by a limited company and operates from a single storey purpose built unit, in the Fagley area of Bradford, in West Yorkshire. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one playroom for children and an enclosed outdoor play area. A maximum of 26 children may attend at any one time.

The setting is open each weekday from 8.45am to 11.45am and 12.15pm to 3.15pm during term time only. There are currently 31 children aged from two to under five years on roll. Of these, 20 children receive funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs four members of staff, all hold relevant childcare qualifications. It serves the local community and has close links with St Luke's Primary School. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure and actively enjoy the free flow play learning environment, in and out of doors. Children are made welcome by the friendly staff in the setting who support children's individual needs being met. This enables them to feel relaxed and settled. There is a good, varied range of activities and resources to support the children to make good progress in the six areas of learning of the Early Years Foundation Stage. Children's learning journeys are well presented; observations and assessments are thoroughly in place, although planning is not always as effectively applied. The partnerships established with parents is good overall and links within the community are also good. There is close contact with the local school and systems in place for self-evaluation enable identification of strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- provide further opportunities for parents to become actively involved in their child's learning and development
- continue to develop planning so that plans cover all areas of learning evenly and regularly so that children achieve appropriately in all areas.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are appropriately vetted and are safe and suitable to work with young children. Staff all complete relevant training and are aware of the procedures to follow if they have concerns about a child. Policies and risk assessments are in place and reviewed. The required documents and fire evacuation procedures are on display. Fire equipment is accessible and the setting completes fire drills regularly. This means that children are able to move safely and freely around the room and the outdoor area.

There is a good, varied range of resources freely available to children within the room and outdoors. This means children can self-select their own choice of play and progress well within the six areas of learning of the Early Years Foundation Stage. The well organised environment of the room provides delightful displays of the local police visit with their vehicles and dogs. The story of 'A Dragon on your doorstep' is illuminated attractively with animal pictures, asking 'where in the story am I?' Children's words are clearly visible throughout the room; these reveal what children think and demonstrate their understanding. This means children are able learn about the wider world and make good progress in their learning and development.

Partnerships with parents are good. Information is sought from parents prior to commencement through the 'All about me' sheet. For example, children's likes and dislikes and information about their care needs. This enables staff to gain a good understanding of children's development, their individual needs and build on what they already know and can do. Parents are invited to termly consultation evenings and receive regular newsletters. However, there are presently limited opportunities for them to add to their child's learning journey, providing additional achievements and accomplishments throughout their time at the setting.

Good relationships are established with the local primary school. The reception teachers visit the setting regularly in order to prepare for children's transitions to school. Network meetings are also attended by staff; this means children's transitions to school are eased. Effective relationships with other provisions and professionals involved with the children are established and contribute well to supporting children's welfare and learning. The setting has completed a self-evaluation form and are aware of their strengths and weaknesses.

The setting promotes equality and diversity and tackles unfair discrimination. There is an effective 'Inclusion/Special Educational Needs' policy. Children are reminded by staff to share nicely with friends. The setting provides support for children with special educational needs and/or disabilities and from different cultural backgrounds. For example, children take the settings' bear on holiday and to a mosque, photographs illustrate this further. This means that the individual needs of all children are met and all children are included fully in the setting.

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

Children feel safe and secure as they move freely round the room and outdoors. They select resources, such as scissors and use these safely. There is a free-flow emphasis, incorporating indoor and outdoor play, weather permitting. Children enjoy the use of vehicles outdoors promoting their physical development and they balance safely on beams, displaying good co-ordination. Energetic play is embraced by children spontaneously in the outdoor play area. For example, children wash mirrors and wooden apparatus, keenly using rollers, brushes and sprays. Good health is encouraged as children are supported by staff to visit toilets and wash hands independently. Photographs exhibit how children have enjoyed making Pechora and pizzas. A healthy fruit and vegetable chart in the home-corner promotes good healthy eating practices, encouraging children to taste various meals and snacks.

Children are making good progress within the six areas of learning of the Early Years Foundation Stage. Creative development is stimulated as children paint freely at the easel and their representations are exhibited throughout the room, titled with their words. Children actively make a crocodile collage picture; they select resources, choosing green materials and silver for the teeth. Children enjoy discussing the long tail and lots of teeth. Children's individual learning journeys are well presented. Observations and assessments are effectively in place, using children's interests and appropriately recorded. Photographs and children's work clarifies their learning and enjoyment. However, planning is not always effectively applied; ensuring children's next steps of individual learning are being met to cover the six areas of the Early Years Foundation Stage.

Communication, language and literacy development is encouraged as children make marks on paper using different mediums and on white boards using pens and erasers. Children bring in their own books for story time fostering an enjoyment for reading and promoting early listening skills. Mathematical development is stimulated well as children construct a castle using wooden building blocks. They follow diagrams in a book, supported closely by staff. Children energetically work as a group, laying down walls and assembling columns and corners. Children really enjoy the computer; they sit together discussing the game of 'match the pairs' and navigate to a colouring programme with ease.

Personal, social and emotional development is encouraged as staff support children to join in with tidying up and praise their achievements. Staff give clear explanations and set appropriate boundaries, which encourages good behaviour. Children actively seek out friends, peers and staff within the room and outdoor area. The setting makes effective use of books and activities to introduce new ideas and promote diversity. For example, a lovely display of an egg tree with Easter stories and a hanging display of Eid celebrations. This means children are developing a culture of respect for themselves and others and are learning about other cultures and beliefs.

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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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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