

Butterflies C/O Christ Church School

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Margaret Mellor

Setting address	Christ Church C of E Primary School, West Bridgewater Street, LEIGH, Lancashire, WN7 4HB
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 at Christ Church School was registered in 2011. It operates from the family room and school hall in Christ Church C of E Primary School in Leigh, Lancashire. The club serves children attending Christ Church C of E Primary School. There is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during term time only. Sessions are from 7.45am to 8.45am and 3.30pm to 6pm, except on Fridays when it closes at 5.30pm. Children are able to attend a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 16 children aged under eight years may attend at any one time, all of whom may be on the Early Years Register. There are currently three children on roll who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years.

The club employs four members of childcare staff, all of whom hold appropriate early years qualifications. One of the managers is working toward Early Years Professional Status. The club receives support from the school's Foundation Stage manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The promotion of children's welfare is good, and well-developed knowledge of the Early Years Foundation Stage aids the staff to plan enjoyable and challenging activities. A meaningful partnership with parents ensures that children's individual needs are routinely met through recognising the uniqueness of each child. All children make good progress in their learning, and the highly enabling environment positively promotes diversity, good behaviour and independence. Partnerships in the wider context are used to promote good quality care and learning. The planning for future improvement, including the processes of self-evaluation, is mostly good.

What steps need to be taken to improve provision further?

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

- strengthen self-evaluation by involving parents in the quality improvement processes.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff demonstrate a good understanding of the safeguarding policies and procedures should they have any concerns about a child

in their care. Safer recruitment and vetting procedures ensure adults' suitability, and staffing ratios, along with qualifications that exceed requirements, ensure that children are supervised well. Regular risk assessment and daily premises checks help staff to take action to manage risks effectively. Two members of staff have a paediatric first aid certificate and there are effective procedures for recording accidents and medication. Children are also protected because good hygiene practices help to minimise the risk of cross-infection. Children's welfare is further enhanced through nutritious snacks and good opportunities for fresh air and exercise. All the regulatory documentation for the safe management of the provision is maintained.

Notice boards provide parents with good quality information about the childcare in general, and the policy and procedure file is also available for them to view. Parents are encouraged to share information about their child when they first attend, and staff also use existing knowledge of the children through their work in the school. Therefore, each child is recognised as an individual and they make good progress in relation to their starting points. Parents are well informed about their children's welfare, achievements and progress on an ongoing basis because staff take time to give verbal feedback at collection time. Parents speak very highly about the quality of provision and children's happiness and social development. Children also benefit from continuity of care and learning through a close working relationship with the Foundation Stage manager. Previous experience of planning for the individual needs of each child by working in partnership with parents, health and education services also ensures an inclusive environment.

The management are committed to promoting better outcomes for children, and improvements to the deployment of resources has had a very positive impact on the overall quality of the provision. Plans for future development are well targeted, and these include revisions to the Early Years Foundation Stage training. The management are also committed to the provision of high quality sustainable resources, and children gain a good awareness of healthy lifestyles. Monitoring of the provision is conducted through reflective practice and is supported through engaging with children and staff. Management recognises that in this new provision the processes for more formally involving parents in the quality improvement processes is in its early stages and, therefore, effective self-evaluation is sometimes impeded.

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

Children make good progress across all areas of development because staff actively support them through praise, encouragement and good role modelling. As a result, children are motivated, and a wide variety of child-initiated activities mean that they are thoroughly engaged in their play. Children work independently to create models with collage materials, and this challenges their creativity and imagination. Staff also actively involve children in planning and supporting interests, such as baking, which is enjoyed by all. The key person completes sensitive observations on each child and uses these in conjunction with their school assessment record to plan for their next steps in learning. Therefore, all children

make good progression towards the early learning goals. Making puppets to re-enact stories enables children to revisit and consolidate what they learn in school. Therefore, they are effectively supported and this helps them to achieve their full potential.

Children thoroughly enjoy their play and excellent thought is given to helping them become independent. Open-ended resources that are easily accessible enable them to become active learners. Children immerse themselves in fantasy play when feeding the doll and this helps them to make sense of the world. They enjoy playing a board game with their friends, and use problem solving with confidence as they count the squares to match the number of dots on the dice. Learning about colour, shape and pattern in glass painting activities also contributes to their mathematical development, and they make good progress in their early literacy skills. At circle time staff's good use of open-ended questions builds children's confidence to talk in a group about pets and recollect memories of things their pets have done. Good pronunciation also helps children to link sounds to letters and write their name, and encouragement to add script on pet paintings is supporting their next steps in learning. Access to a range of technology further enhances children's skills for the future.

All children are welcomed because staff make sure they feel special through a high level awareness of their unique characteristics. This promotes children's emotional well-being. A stimulating display of children's dragon masks highly values their contribution to the environment, and a kind word of praise further boosts their self-esteem. This is reflected in children's happiness, confidence and warm relationships with adults. Contributing to the club rules and staff's polite interactions help children to understand behaviour expectations. As a result, they spontaneously say 'please', take turns and wash their hands before snack. Children are also helped to understand and embrace differences. They re-enact the dragon dance for Chinese New Year and in school socialise with children from different cultural backgrounds. Enjoyable walks help children to learn about their local area, and participation in the church nativity also aids them to play an active part in the wider community.

Continuity of care and close supervision by staff help children to have a good feeling of safety, and they are also effectively supported in developing their awareness of safety issues. Staff teach them what to do in the event of a fire and visits from the road crossing person support their awareness of road safety. Children thrive because the provision is very clean and spacious with lots of natural light. They develop good bodily awareness when helping themselves to drinks to satisfy their thirst. At snack time sandwiches with a variety of salads are relished by all, and making fruit smoothies further stimulates children's interest in healthy eating. Indoors, children love to dance, and outdoors they respond with gusto when playing ball games with their friends. These activities promote children's physical skills and aid them in learning how to lead a healthy lifestyle.

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	1
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	1
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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