

Little Butterflies Childcare Ltd

1a Wooley Street, WALLSEND, Tyne and Wear, NE28 6HB

Inspection date

Previous inspection date

26/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The manager and her team offer a warm and friendly welcome. Children are happy, settled and confident.
- Partnership with parents is strong. The successful implementation of the key person system values relationships with children and their families.
- Education programmes cover each of the seven areas of learning. These include a range of interesting activities and experiences for children to enjoy. This ensures children make good progress in their learning and development.
- The provider demonstrates a good understanding of their responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- Children who learn best through active play and being outdoors are not given enough opportunities to do this.
- Practitioners do not always use effective questioning techniques to find out what children know and their ability to problem solve.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and the garden.
- The inspector spoke with the manager and practitioners at appropriate times throughout the visit and observed practices with children.
- The inspector looked at children's learning journeys, planning documentation, and a selection of documents and children's records.
- The inspector also took account of the views of two parents spoken to on the day.

Inspector

Jacqui West

Full Report

Information about the setting

Little Butterflies Childcare Ltd was registered in 2012. It is privately owned. The childcare operates from a building in the Wallsend area in North Tyneside. They have access to an outdoor garden. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting operates each week day from 7.30am to 6pm for 51 weeks of the year. There are 48 children on roll of these 31 are in the early years age range. There are nine members of staff who work directly

with the children, four of whom hold an appropriate level 3 qualification and two are working towards a level three. There are three unqualified staff and of these two are working towards a level 2 childcare qualification. The setting supports children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- give as much opportunity as possible for children to move freely between indoors and outdoors
- develop further use of open-ended questions to encourage children to describe problems they encounter and to suggest ways to problem solve.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners demonstrate a secure understanding of the Early Years Foundations Stage. Consequently children are well supported and make good progress in their learning and development, relevant to their starting points. Practitioners provide children with a wide range of fun activities. A flexible planning system is implemented to enable children's individual interests to be fully supported. The next steps in children's learning are clearly identified and inform future plans very well and this supports children's development. Children's communication skills are fostered well due to the positive interaction by the practitioners. They provide a wide range of activities to support children's communication and language skills. An example of this is when during a music and movement session children show real enjoyment and enthusiasm as they confidently sing along and join in with all the actions. Practitioners use key words and books in the child's home language to support children who speak English as an additional language. The children confidently identify objects and copy words. On occasions the questioning techniques used by the practitioners does not always encourage children to problem solve and share what they know.

The practitioners provide a welcoming environment where children feel secure and are developing their confidence and independence. For example, young children access resources of their choice from the low-level storage boxes. Young children are beginning to enjoy the company of their peers, and will ask their friends to come outside with them. Practitioners provide an environment that encourages children to talk about colour, shape and numbers, this includes a tree in the garden with a range of shapes hanging from it. They regularly discuss and identify the shapes with the children. Consequently children are beginning to identify colours and shape while at play. Practitioners work closely with parents to share their culture to further children's understanding of others. This includes

celebrating the 'festival of the autumn moon' where they make lanterns and decorate rice cakes. Practitioners provide ongoing access to programmable toys to promote children understanding of technology. During planned activities more able children have the opportunity to further their development and discover how things work as they access the laptop and navigate their way around the software programmes. Practitioners provide a wide range of opportunities for children to explore materials and be imaginative, such as paint, glue, gloop and water. Children explore with enthusiasm as they roll, squeeze and cut the play dough.

The setting fully involves parents in their children's learning, they have a range of effective systems in place, including written daily diaries, newsletters, open days, individual meetings and ongoing access to children's development files. The setting has established partnerships with others such as the speech therapist to support individual children's needs.

The contribution of the early years provision to the well-being of children

The key person system is fully effective and supports children very well, consequently children are happy, secure and developing increasing confidence. Practitioners plan and care for individual children taking account of their capabilities, likes and interests. They are good role models and provide a positive, calm and caring approach to behaviour management. Therefore children are learning to play co-operatively and show sensitivity to others needs and feelings. Children develop an understanding of practices to support good health and hygiene as practitioners support them well. Healthy snacks and drinks are provided such as breadsticks, fruit and water. Children are taken on regular outings in the local community and access the outdoor garden for a period of time each day. However, the organisation of the routine does not allow them ongoing access and this impacts on children's choice to have free-flow play. Parents provide packed lunches for the children, these are safely stored and named to promote children's health and well-being. Systems to promote children's safety are good. Practitioners carry out ongoing risk assessments of the children's environment and equipment to ensure accidents are minimised. Fire evacuation procedures are displayed, discussed and practiced with the children to enhance their awareness of safety. Children are kept safe on outings as good systems are in place. They develop an awareness of safety, for example practitioners offer gentle reminders of how to use tools appropriately.

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

The provider has a good understanding of her role and responsibility, with regard to meeting the requirements of the Early Years Foundation Stage. She demonstrates a good understanding of the learning and development requirements and fully supports staff in the delivery of these. The manager monitors the professional development of the staff through appraisals and team meetings. They identify training needs to enhance their practice and evaluate their learning. For example, with a quiz after completing on-line training course for safeguarding. The manager provides ongoing daily support and spends

considerable time working in the setting as a positive role model. She recognises this is a new setting and team. The recruitment procedure is effective and ensures all new employees are checked with regard to their suitability, qualifications and experience in order to keep children safe. All practitioners, students and volunteers are supported through the induction period. This ensures that they are fully aware of their responsibilities. Practitioners demonstrate a good understanding of their role with regard to safeguarding children. They are confident and knowledgeable of the procedures they should take if they are concerned about a child in their care. Written policies and procedures provide parents with good quality information on the service provided for their children. The setting works closely with parents to support the continuity of children's welfare and learning. This is particularly beneficial for children with English as an additional language. The induction procedure is tailored to meet the individual needs of the children. This has proven very successful in helping children settle. For example, practitioners provide children with a book for home with photographs of their key person, their coat peg and the environment. Parents speak very highly of the setting. Written and verbal information is shared with parents daily. They can access the parents brochure, children's routine and information about the learning and development requirements on the website, which enables them to continue their children's learning at home through similar activities. The practitioners continue to work hard to further develop partnerships with others. They have a sound understanding of the advantages of liaising with other professionals. This includes the impact these relationships have on their ability to meet children's individual needs and encourage their learning and development. The manager, practitioners, parents and children are all involved in the evaluation of the provision. This is achieved through questionnaires, comments boxes, open days and ongoing discussions. This enables the manager and her deputy to tailor the service provided for those currently attending. The management have implemented ongoing changes since opening with regard to the environment, routines and monitoring of staffs training to improve outcomes for children. They have a vision for the setting and have set realistic targets. Consequently, this effectively promotes continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443583
Local authority	North Tyneside
Inspection number	788505
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	48
Name of provider	Little Butterflies Childcare Ltd

Date of previous inspection	Not applicable
Telephone number	0

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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