

Butterflies Pre-School Playgroup

Village Hall, Lymington Bottom, Four Marks, ALTON, Hampshire, GU34 5AA

Inspection date	14/09/2012
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- All staff have a good knowledge of the children and how they learn. This understanding helps them to plan activities carefully that interest the children and support them to make good progress in their learning and development.
- Children's personal, social and emotional skills are well supported so that they make positive relationships and learn about keeping themselves safe and healthy well.
- The children are happy and settled in the pre-school. They enjoy playing with their friends and using the good range of activities that are prepared for them.
- Positive relationships with parents help staff understand children's capabilities when they first start, which form the basis of good observation and assessment systems.

It is not yet outstanding because

- Opportunities are missed sometimes to support rapid improvement for some children whose starting points in language development are below that of other children of their age.
- The outdoor area does not provide a highly stimulating environment to match the learning and challenge provided inside.

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 children's play and staff interaction, in the inside and outside learning areas
- The inspector had discussions with parents and carers, with all staff and also with the owner.
- The inspector examined documentation including a representative sample of children's records, the setting's Ofsted self-evaluation form, and staff suitability records.

Inspector

Elaine Joyce

Full Report

Information about the setting

Butterflies Pre-School Playgroup registered in 2008. It is privately owned and operates from Four Marks Village Hall, near Alton in Hampshire. Children access a classroom and the large hall. The area used for outdoor play is a sectioned off area of the village hall car park. The pre-school is also registered with Ofsted on both the compulsory and voluntary parts of the Childcare Register. It currently provides for children in the early years age range only and there are 18 children on roll. The pre-school receives funding for the

provision of some free education for children aged three and four years. Children attend for a variety of sessions. The pre-school supports children who have special educational needs and/or disabilities. The pre-school opens from 8.30am until 12 noon from Monday to Friday during school terms, and sessions extend until 3pm on Mondays and Thursdays. There are three staff working with the children, two of whom hold appropriate qualifications at level 3 and one holds a suitable level 4 qualification.

What the setting needs to do to improve further

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

- build on the current strategies to support children's language and communication to help children predict and order events by providing props and materials that encourage children to re-enact, using talk and action.
- develop further opportunities for learning and development in the outdoor environment so children can play and explore in a natural environment to extend their understanding of the world.

Inspection judgements

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

The staff know the children well and have a good understanding of how children develop and learn new skills. There are good systems in place for observing children and assessing and recording the progress they make during their time at the pre-school. Staff meet with families so they get a good understanding of the children before they start and this helps them to know the child's starting points well. Parents are invited to read and contribute to the children's development profiles regularly. Staff use this information well to plan a range of experiences that interest children and that supports their development in all the areas of learning. The playroom is set up so that children can use the resources easily. They both learn and develop different skills as they play and explore the activities. The staff play alongside the children and interact well with them and this supports both their play and their language development. Children take on different imaginary roles as they play creatively in the 'fruit shop' developing and building on the experience of a visit to the green grocer's shop earlier in the week. Staff engage children in conversation and carefully model new words and phrases. They ask questions so that children learn to think critically and reflect on how and what they are doing.

Staff are skilled at managing children's behaviour and use gentle reminders as children play and this prevents upsets. Staff relationships are good and provide a good role model for children who talk to each other in a friendly way and enjoy playing and learning together. Interesting activities help to engage children in their learning. Children develop

an understanding of how technology can be used as they concentrate on matching numerals in the talking book. They listen carefully to recorded captions for photos of the toy bear that they take turns to take home. They especially enjoy a group session where they have to listen carefully to an adult describing items hidden in a bag and are all keen to guess what the item is. Children who are at an earlier stage in their communication and language development do not always understand all that staff say to them and they watch their friends to see what they need to do. In the restricted outside space children have fun developing their physical skills successfully during the outdoor session where they push, scoot and pedal on the wheeled toys. They enjoy exploring what happens when balls are rolled down guttering placed at different angles but, overall, opportunities to provide a rich and varied experience are limited in the outdoor environment. The children's experience at pre-school helps them to acquire good skills and attitudes that will help them to be ready for their next stage of learning.

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

The pre-school supports children's well-being very well. Through the key person system, groups of children and their families develop a special relationship with a member of staff and this helps them settle well into the pre-school and enjoy their time there. Some children have not yet spent much time at pre-school but with the sensitive support of their key person they are successfully helped to say good-bye to their parents and carers and join in the session. They settle and quickly start to play with the activities that are prepared for them. Staff support children to look after the resources and they learn to use them with care, putting things in the right place and helping to tidy away at the end of the session. Staff expect the children to attempt to do things before seeking help and this encourages their growing confidence. Independence is supported sensitively so children feel safe to try out new activities and skills. Children use hand-washing routines independently before they go to the snack table. At the table the children sit in a small group and are encouraged to pour their own drinks. They are supported to use a knife to chop the fruit into pieces and are pleased with their achievements. Snack time provides a very good social experience and the opportunity to practise conversation skills as well as their personal and social skills. Reluctant eaters are thoughtfully encouraged to try unfamiliar fruits. Staff talk about why fruit is important in their diet and model expectations for good manners by saying please and thank you.

The careful management of the outdoor play session teaches children to move to and from the area with care and to be aware of risks. Children are sensitively supported to develop confidence to talk to all the adults and to ask for help when they need it. The high expectations of staff for the children's behaviour and their ability to do things for themselves help children conduct themselves well and they are able to make choices about the activities they use. They play happily and safely with each other throughout the session considerably taking turns on the wheeled toys. They need little guidance from the adults as they move around the room exploring the games and toys and trying out new experiences. This confidence and independence will stand them in good stead when they transfer to other settings and school.

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

The pre-school has clear procedures for safeguarding children and supporting their welfare. These are known and used by all staff and this helps to keep children safe. They are careful to keep doors secure and are extra vigilant at arrival and home times. The pre-school has effective recruitment and induction procedures and staff are all vetted and suitably qualified. Staff clearly understand their roles and responsibilities in all safeguarding and welfare matters. Attendance at first aid and child protection training ensures staff know how to respond should the need arise. All safeguarding and welfare policies, including the use of mobile phones, have been communicated to all staff and families. Effective risk assessments and daily safety checks help the children to play safely at pre-school.

Staff's knowledge of how young children learn and of the Early Years Foundation Stage is good. Accurate observational assessments and records are used well to plan a broad range of activities to promote learning in all skill areas. They take account of children's interests and individual needs. Regular meetings to discuss records and assessments support all staff to have a consistent understanding of the children's skills, learning and progress. Good deployment of staff and their effectiveness as a team enables the nursery day to run smoothly. The provision of age appropriate toys and equipment in an ordered and calm environment supports children's feeling of security.

The staff team carry out self-evaluation, reflecting on and evaluating practice to accurately identify strengths and areas for development. They seek the views of families, and the parent committee is consulted about staff proposals in the development plan. The change to the snack time routine has been successful in its aim to promote language, communication and social skills more effectively. Self-evaluation procedures are accurate when they identify the need to develop the outdoor area and an action plan is in place. Parents are practically involved in the plans to clear and develop an outside area to improve the quality of the learning environment.

The good partnerships with parents contribute well to children's welfare and parents speak positively about the pre-school. They say the pre-school communicates well with them; provides good information about their children's development and learning; and that their children settle well and are happy. Staff share the children's records regularly with families, who take them home to read. Parents are invited to add information to the records and staff make good use of the information to plan for children's individual progress.

Staff work effectively with other professionals to support children's development and the development of the pre-school. They are making links with more local schools to support transitions for all children. The pre-school owner is proactive in her desire to develop good quality early learning and development opportunities for all the children. The effective development of observation and record keeping since the previous inspection has been successful in improving the quality of provision. The process for staff appraisal is well used

to identify strengths and the development needs of staff. They attend training opportunities and use what they have learned to drive forward improvements to the quality of provision and practice at the pre-school.

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
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are 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	EY378724
Local authority	Hampshire
Inspection number	815750
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of provider	Sarah Louise Goddard
Date of previous inspection	25/02/2009
Telephone number	01420 562865

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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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Piccadilly Gate
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