

# Butterflies Pre-school

Rothesay Road, Heysham, MORECAMBE, Lancashire, LA3 2UP

## Inspection date

Previous inspection date

22/10/2012

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

- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups and are equally happy to play independently with their favourite resources.
- Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements and are skilled in planning activities that are linked to the children's next steps. This helps children to make good progress towards the early learning goals as they are enjoying learning through play.
- Partnerships with parents are very effective as they are fully involved in the children's learning and development. They provide information about what the children enjoy doing at home, which is used by the staff in their planning for future activities.
- The pre-school is very well equipped, both indoors and outside. Children have access to a wide and varied range of appropriate learning opportunities.

### It is not yet outstanding because

- Systems need to be extended to identify opportunities to develop staffs' existing knowledge, understanding and practice, to ensure continuous professional development.

## 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 held meetings with the registered provider and manager of the provision.
  - The inspector looked at children's assessment records, planning documentation, learning journeys, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took into account the view of parents and carers spoken to on the day.
- The inspector observed activities in the two pre-school rooms and outside.

## Inspector

Susan Rae

## Full Report

### Information about the setting

Butterflies Pre-school is privately owned and has been operating under the current ownership since May 2012. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated in Heysham, Lancashire and serves children from the local community and surrounding

areas. Children have the use of two playrooms, associated facilities and a well-resourced enclosed outdoor play area. The building is appropriately designed to provide easy access to people, who are physically disabled.

The pre-school is open from Monday to Friday, 8am until 5pm, for 51 weeks of the year. There are currently 63 children in the early years age range on roll. Of these, 29 children are in receipt of funding for early years education. The setting offers support to children with special educational needs and/or disabilities and those who have English as an additional language.

There are eight members of staff, who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. Four staff are qualified to level 4. One of the managers holds a BA (Honours) Degree in Childcare, Education and Psychology, a post graduate diploma in special educational needs and has Early Years Professional Status. The setting has achieved a quality award.

### **What the setting needs to do to improve further**

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

- improve the processes for recording supervisions of staff to identify their professional development, to ensure practitioners continue to develop their knowledge, understanding and practice.

### **Inspection judgements**

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

Children thoroughly enjoy attending this pre-school, which provided them with a welcoming, vibrant and stimulating environment in which to learn through play. They are happy, settled and enthusiastic, which enables them to make good progress in their learning and development. Systems to assess children's starting points on entry are good due to the close working relationships that exist between the staff and parents. Parents are encouraged to speak to their child's key person regularly. They are encouraged to borrow from a large variety of story sacks, to support their children's learning at home.

Staff use the 'Development Matters' document to accurately assess the children's progress and plan for the next steps across the seven areas of learning. This confirms that all children are achieving well within the typical range of development expected for their ages and are progressing towards the early learning goals. Children receive a high level of

interaction from a skilled and experienced staff group. They enjoy a good balance of adult-led and child-initiated activities based upon their individual interests. Children have free-flow opportunities to play between the two rooms and are able to access outdoors easily.

Practitioners support children's communication and language skills through discussion, conversation and the use of books. Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words, such as 'thin' and 'twirls' as they fill and empty containers with a variety of dried pasta. They enjoy sitting and listening to a story about a bear hunt read to them by a member of staff. Children are also able to recognise their names as they self-register on arrival. Children's early writing skills are developing well as they put their names on their own work. Activities are provided that give children the opportunity to explore how different languages are written, for example, Chinese.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired or a little unwell. This provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. For example, children are encouraged to share and take turns in their play. Children relish opportunities to be helpful and take on responsibilities. For example, they enthusiastically enjoy helping to pick up the spilt pasta. Children's understanding of safety is developing, for example, they know that they need to hang up coats when they return from playing outside, so others do not fall. They develop good self-care skills as they wash their hands before eating their snack. Children pour their own drinks and learn about the importance of a healthy diet as they choose from a selection of fruit at snack time.

The environment is highly stimulating and exceptionally well-resourced which enables children to enjoy their learning. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. The inside learning environment enables children to independently choose from a wide selection of resources that are clearly labelled and are easily reached. The many displays children have access to around the rooms stimulate discussion. For example, the 'Autumn' display engages children to talk about 'hedgehogs being covered in leafs to keep them safe from the fox'. Children initiate modelling by using the dried pasta and play dough available to make hedgehogs and then enthusiastically count the many spines. Practitioners use this opportunity to talk about hibernation, extending children's knowledge and understanding. This encourages children to become confident, independent learners and teaches them to make choices and play cooperatively alongside others, in preparation for their next steps in learning.

The pre-school effectively promotes the children's understanding of diversity and plans

activities that encompass different celebrations, for example, Chinese New Year where the children learnt about Chinese Dragons. Children have opportunities to gain an awareness of diversity as they use dolls, books, maps of the world, pictures, puppets and small world toys that reflect difference.

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

Leadership and management of the setting is strong. The manager has a good understanding of the safeguarding and welfare requirements and she ensures that these are met in a professional and efficient manner. All staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Staff's suitability to work with children is thoroughly checked to ensure their safety. Induction and performance management systems ensure that staff remain suitable and are clear about their roles and responsibilities through annual appraisals. However, systems need to be extended to identify opportunities to develop staffs' existing knowledge, understanding and practice, to ensure continuous professional development. Planning and assessment are monitored and guided by a strong leadership team to ensure that they are consistent and based on a good understanding of how children learn and develop. Management have developed positive partnerships with specialist practitioners in dance and movement, ballet and Spanish, who visit the pre-school weekly.

Positive partnerships between staff and parents ensure that children's needs are well met. Parents' views are sought through discussions and questionnaires. Parents spoken to, express how happy they are with the service provided, stating that the staff are 'friendly and welcoming' and provide a pleasing atmosphere, which their children 'don't want to leave'. They express their pleasure in having an opportunity to borrowing story sacks and how this gives 'opportunities to read stories at home that are read at pre-school'.

The leadership and management team undertakes a reflective and evaluative approach to the service provided and is conscientious in delivering good quality care and education for all of the children who attend. They evaluate activities provided and ensure that children remain interested and motivated in their learning. They use the views of children, parents and staff in the evaluation provision, for example, gaining comments from parents when they have used a story sack with their children.

### **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

<b>Unique reference number</b>	EY446653
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	797001

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Hazel Susan Hough
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01524 859759

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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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