

Brinkworth Butterflies

Brinkworth Village Hall, Brinkworth, Chippenham, Wilts, SN15 5AF

Inspection date

30/09/2013

Previous inspection date

20/09/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled and relaxed in the pre-school. They relate well to the staff and are beginning to develop good social skills.
- Positive partnerships are established with parents and staff regularly share information with them about their children.
- Staff provide a suitable range of activities taking children's interests into account, which means children keep busy and engage well with the activities.
- The committee is focussed well on providing a stable experience for the children.

It is not yet good because

- Effective procedures to inform Ofsted of changes to the committee are not established.
- There is no clear system for sharing children's next steps in learning so that all staff caring for children can support these.
- The staff do not arrange some areas to be inviting for children. As a result, the small outdoor area and book corner are not well used.
- Self-evaluation is not yet robust enough to fully cover all areas of the provision and effectively identify areas to improve children's achievements.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children playing.
- The inspector held discussions with the acting manager and the Chair of the committee.
- The inspector sampled documents including, children's records, planning, staff records.
- The inspector carried out a joint observation with the Chair of the committee.
- The inspector took account of the views of parents.

Inspector

Karen Prager

Full Report

Information about the setting

Brinkworth Butterflies Pre-School opened in 1969. It operates from the village hall, with access to an outside play area. The pre-school serves the local rural area.

The pre-school is registered on the Early Years Register and there are currently 11 children in the early years age group on roll. The group opens for four days a week during school term time. Sessions are from 9 am until 3 pm on Mondays and Fridays, and 9 am until 12 pm on Tuesdays and Wednesdays. The pre-school operates at a different setting on Thursdays, at the Earldampsey School, Brinkworth. Lunch club is offered on Mondays and Fridays.

Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school receives funding for the provision of free early education for children aged three and four years.

Two staff work with the children each day. This includes one full time and three part time members of staff. The full time member of staff, who is currently acting manager, holds an appropriate qualification at level 3.

What the setting needs to do to improve further

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

- extend systems for self-evaluation to ensure that they set challenging targets for improving children's achievements.
- develop the systems to record and share children's next steps in learning to enable all staff caring for children to support these.
- improve the presentation of the play spaces, including outside and the book corner, to encourage children to use all areas.

Inspection judgements

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

Children are happy and content and enjoy their time at the pre-school. Younger children are quickly settled when they arrive and are ready to learn. Staff understand that children learn through their play and the daily routine has a good balance of adult directed and child led activities. Children move freely around their rooms and learn to choose what they want to play with. Children understand how to use the computer and concentrate well as they complete a game. They develop good physical skills using the mouse competently. Activities are planned around children's interests and focused adult initiated activities are planned. However systems to record and share individual children's next stages in learning are not robust. This means when there are changes to the staff team they are not well informed to provide targeted support for learning. Nevertheless, staff caring for the children quickly assess them so that support is appropriate and children remain engaged and motivated.

Systems to assess the development of all children, including those who are aged two are in place. Staff keep a record of children's progress and share this with parents so they can support their children at home. The pre-school staff have implemented the progress check for children aged between two and three years, and documentation for this is in place and shared with parents. Staff plan activities around a theme to broaden children's understanding of the world. They make decisions about their learning when they consider what they need to make a picture of sweet corn. Children develop good skills in cutting and staff sit with the younger children teaching them how to help the scissors effectively. This help children develop physical skills and achieve the task they have set themselves.

Staff adapt activities to suit children's interests. Staff fetch the toy ponies for a child who then quickly settles. Children consider how to arrange the ponies placing them in order of size, demonstrating they are gaining mathematical concepts. Staff sit with children and engage in conversations with them. For example, they talk about the shapes of leaves they are printing. Children sit together on the mats for a group story. They show that they are developing an interest in books and respond appropriately to questions about what is happening. Children develop good listening skills and know to use their 'listening ears' so they can hear what other children are saying. Children learn that written words have meaning, and identify their name when they choose to have snack. This supports their literacy development and helps them develop some skills they will need for the next stage in their learning.

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

Staff help the children to have a smooth settling in period when they first join the setting. Children develop positive relationships with each other and interact well together. The pre-school room is set out ready for the children at the start of the session, with toys in easy reach. However, staff do not always present the resources invitingly. For example, the books are not arranged invitingly to draw children to look at them. Also, although children can choose to take toys outside few additional resources are provided in the small outdoor space. This means children are not enticed to go outside as they do not find this a welcoming place to play.

Staff use suitable methods to manage children's behaviour. For example, staff use positive techniques and talk calmly to the children. Most children behave well and are learning to share and take turns. Those that find sharing toys difficult are gently supported through the use of a timer so they know when their turn will start. Children understand that they all need to tidy away the toys at the end of the session. Children are supported well by staff, so they become confident in their daily routines. When it is time to tidy away a child shakes some bells and children promptly stop what they are doing and listen. Staff praise the children for their attentive listening and explain to them it is time to tidy away. This gives children time and helps them prepare for the change in activity. Children begin to understand about keeping themselves safe, for example, when they talk about why they don't run inside, and they are reminded to hold the scissors carefully to cut the paper. Staff teach children how to wash their hands and they know that this is to get the germs off before they have their snack. Children develop some skills in independence when they choose what they would like to eat, and wash their cup and plate afterwards. They know they can help themselves to a drink at any time during the session and they pour the water carefully so none spills. Children who stay for lunch sit together with the staff. Children learn the important skills of opening the various containers, which helps towards preparing them to be independent. These meal times also provide a platform for children to talk with each other in a group, and they discuss a wide variety of topics. Altogether, these skills effectively support children as they prepare for their next stage in learning.

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

Overall, the provider demonstrates an appropriate understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage. The pre-school is undergoing a period of change. There have been some very recent changes to the staffing team and to the pre-school committee.

The inspection was carried out due to concerns raised to Ofsted regarding staff suitability. The inspection found that the provider had taken appropriate action to address this, demonstrating an awareness of their responsibilities regarding the ongoing suitability of staff. The inspection also found that the systems to inform Ofsted of changes to the registered body are not secure. It is a requirement to notify Ofsted of changes to committee members. This means that Ofsted has not been able to check the suitability of the recently appointed committee members. This has minimal impact on the children's care and learning as they spend little time in the pre-school setting. On this occasion, Ofsted does not intend to take further action. The chair of the committee has now put in place procedures to ensure Ofsted is informed of changes in the future. The committee have a strong determination to provide good quality care and learning experiences for the children who attend. The views of parents and staff about the quality of the provision are taken into account. Regular staff meetings and supportive management mean that views of staff are readily shared. However, currently self-evaluation is largely focussed on staffing changes and recruitment and is not yet robust enough to fully cover other areas of the provision, such as improving learning opportunities for children.

All staff, including those who only work in the pre-school occasionally, have completed training in safeguarding children and in 'whistle-blowing' and know the procedures to follow should they have a concern about a child in their care or about a member of staff's conduct. The committee are clear in their responsibilities of the procedures to follow should staff's conduct or performance be unsatisfactory. They ensure there is always a person trained in first aid on site. The committee have a clear system for compiling documentation to demonstrate staff suitability. A robust system for recruitment is in place to help ensure that staff have appropriate skills and knowledge to work with the children. Staff carry out regular checks of the premises and equipment to assess risks. For example, when staff arrive and find the large outdoor play area is not safe they take prompt action to rectify the issue and children remain in the small area for outside play. This means children can play in a safe and secure environment.

The manager shows a suitable knowledge of the learning and development requirements. Staff assess children's progress and provide suitable activities based on children's interests to help them make satisfactory progress in their learning.

Partnerships with parents are sound. Parents spoken to on the day of inspection, report that they are happy with the service the pre-school provides. A parent commented their children settle quickly. Informative notice boards provide essential information to parents about the running of the preschool. Parents feel that communication is good and that they can talk to the staff at any time about their children. Staff have developed effective links with the local feeder school and share information with the teachers regarding some aspects of children's development. This helps continuity of care and learning for children as they move to school.

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 action. 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	199420
Local authority	Wiltshire
Inspection number	928621
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	11
Name of provider	Brinkworth Butterflies Committee
Date of previous inspection	20/09/2010
Telephone number	07814 567960 or Chair 01666 510045

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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, which are usually the childminder's 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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