

Butterfly Pre-School and Caterpillar Toddler Group

62a High Street, Sutton, ELY, Cambridgeshire, CB6 2RA

Inspection date

08/01/2014

Previous inspection date

16/09/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 requires improvement

- Children develop firm attachments to the adults who support them and they clearly enjoy attending this warm and friendly group.
- Staff keep children safe through appropriate risk assessments, supervision and guidance.
- Children develop their imaginations enjoyably in the well-resourced role play area, which promotes their interest in expressive arts and design.

It is not yet good because

- Planning is not consistently linked to children's individual interests and teaching skills are variable. Not all staff confidently question children to promote their thinking. Therefore, not all children make good progress.
- Meal and snack times are extended unnecessarily; they take children away from their self-chosen activities and impact on the time available for learning.
- Children's learning opportunities outdoors are not as varied as those indoors. As a result, their learning is not maximised.
- Self-evaluation is not robust enough to effectively target areas for improvement and raise 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.

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 a meeting with members of the management committee to talk about underpinning management procedures.
- The inspector observed the children as they played and their interactions with staff.
- A range of documentation was examined, including suitability checks, staff training records and children's learning and development folders.
- The inspector conducted a joint observation with the manager.

Inspector

Veronica Sharpe

Full report

Information about the setting

Butterfly Pre-school and Caterpillar Toddler Group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is a charitable organisation managed by a committee of parents. In 2009, the pre-school moved to its current location at a converted library in Sutton, Cambridgeshire. The pre-school is open five days a week during school term times. Pre-school hours are 8.45am to 2.45pm on Monday, Wednesday and Thursday and Tuesdays from 11.45am until 2.45pm. On Tuesday and Friday, there are introductory sessions for younger children from 9.15am until 11am. Wrap around care for school age children is offered from 7.30am until 9am and 3pm until 6pm Monday to Friday during school term times. All children have access to an enclosed outdoor play area.

There are currently 40 children on roll in the early years age range. They mainly come from the local area and attend for a variety of sessions. The pre-school currently supports a small number of children with special educational needs and/or disabilities and children who have English as an additional language. The pre-school employs six staff, including the manager. Of these, three hold appropriate early years qualifications at level 3 and two hold level 2. Two members of staff are currently working towards a qualification. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of activities to take more account of children's individual interests and learning styles to ensure all aspects of their development are fully promoted
- improve the quality of teaching by increasing staff's confidence to question children effectively, enabling them to think creatively and critically, so they develop their own ideas, views and theories.

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

- improve the routines for meal and snack times to ensure the flow of the session is not interrupted and children's learning is maximised
- develop further the outdoor environment, so it offers children stimulating learning experiences that effectively cover all the areas of learning. For example, by providing flexible and open-ended resources, such as crates, logs and mark making equipment
- develop rigorous self-evaluation to ensure there is a suitable focus on children's learning and development, in order to raise children's achievements.

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

Children generally enjoy the activities on offer at the pre-school and talk confidently with staff about their interests. They move around the pre-school and promote their own learning with the broad range of accessible resources during the periods of free-flow play. As a result, children make steady progress towards the early learning goals. Staff observe the children and record their observations regularly. They meet weekly to discuss children's progress and plan activities for the forthcoming week. However, planning has a tendency to be generic, rather than tailored for each child's individual learning needs. In particular, adult-led key group activities are not used as well as possible to support children's own interests and aptitudes. Additionally, staff teaching skills are variable. Although, they all have friendly relationships with children, they do not always effectively question children to promote their creative and critical thinking. For example, staff miss opportunities to involve older children in thinking about numbers and colours during a board game. Consequently, some activities lack challenge and not all children make good progress.

Children have good opportunities to be imaginative and enjoy accessing the role play resources. They dress-up independently and play cooperatively with each other. Children pretend to make tea for adults and play doctors and patients. They join in adult led singing activities with enthusiasm and show much enjoyment as they play sleeping lions. A varied range of books is readily available. Children of all ages show their enjoyment as they choose their favourites to look through and sometimes ask staff to read them spontaneously. Older children's communication and language are supported appropriately through friendly conversations with staff and each other. Children who have English as an additional language benefit from visual labelling and instructions to help them settle in. There is a range of story books in relevant languages routinely available to help children feel valued. Sensory materials, such as shaving foam, sand and play dough help children explore colour, texture and shape. Children make star shapes from dough and make pretend cakes to cook in the oven. Staff facilitate these kinds of activities appropriately, but their variable teaching skills means that opportunities to extend children's learning are not always thoroughly considered.

Parents have regular opportunities to meet with staff to talk about their children's progress. They receive newsletters about events and activities, so they can support children's learning at home. Staff suitably support children's growing independence, so they are prepared for school. For example, they encourage independent hand washing and teach children to put on coats, shoes and wellington boots for outdoor play. Assessments are prepared ready for children's entry into reception classes to support continuity of care and learning. Staff invite teachers to visit the children in pre-school and familiarise children with the uniform and school building, so they approach their transition with confidence.

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

Children enter the pre-school happily and show sound emotional attachments to their key person and other staff. Staff welcome children and parents and take time to make children comfortable and find something to do. Parents provide information to staff about children's routines and preferences, which helps to settle children into the pre-school. As a result, children are secure and confident in their transition from home into the pre-school. Children's behaviour is generally good and they know what is expected of them, for example, they all help to tidy away their toys at the end of the session. Staff encourage sharing and enable children to negotiate for themselves, for example, by using timers. Children who find good behaviour more difficult benefit from experienced staff, who use well-tested methods, such as praise and direct reward to support their learning. Children are sociable and friendly with each other, which helps to prepare them for their future learning experiences. Staff support children's understanding of hygiene through practical routines, such as encouraging regular hand washing. Children learn to keep themselves safe as they assess risks on outings and practise the fire drill.

Resources in the rooms are reasonably well organised and accessible, enabling children to develop their independence. They confidently access books, games and puzzles during periods of free play, thereby, extending their own learning. They enjoy outdoor play

everyday, developing their physical skills on climbing equipment and wheeled toys. The garden is less well used to promote other aspects of children's learning, for example, it lacks open-ended resources, such as crates, tyres and large building blocks, so children can create their own unique learning opportunities.

Parents provide their children with snacks and lunchtime meals. Staff offer some suitable guidance to parents, so food is generally healthy and nutritious. Children sit together in sociable groups to eat and are encouraged to be independent and pour their own drinks. However, the organisation of snack and lunch time is inefficient. The tables allocated for food take up unnecessary space in the middle of the group room, therefore, reducing the space available for activities. Children's play and learning is interrupted for snack and because some children bring a variety of food to the tables, it takes significant time during the session. Although, staff sometimes sit with the children, they tend to use their time to help with serving the children, rather than providing stimulating, social conversation. Therefore, opportunities to maximise children's learning are lost. Similarly, lunchtime is extended into the afternoon session, unnecessarily disturbing the flow of the learning activities.

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

This inspection was carried out following concerns about children's welfare relating to relationships between staff and children, ratios and recruitment processes. Additionally, for a period of time the manager was absent and the deputy lacked the required training for child protection. Staff who manage the pre-school show a suitable understanding of their roles and responsibilities in keeping children safe. Staff relationships with children are monitored and discussed with individuals at supervision meetings. On the one occasion, children developed too close an attachment to a member of staff, the member of staff was redeployed to minimise contact. The pre-school took prompt action to ensure the deputy received bespoke child protection training, provided by the local authority. This gave her the required knowledge to manage any child protection issues and keep children safe. The pre-school has recently experienced a turbulent time, which included the loss of most of the management committee. A new committee has now been constituted and these individuals have already taken steps to tighten up on recruitment procedures. For example, procedures have been reviewed and the committee members involved with staff recruitment are to attend safer recruitment training. Records demonstrate minimum adult-to-child ratios have been met, however, the committee is actively recruiting two qualified staff. This would help to ensure ratios are consistently met with contingencies for staff absences. The pre-school building is safe and secure. Staff supervise visitors and conduct daily risk assessments, so that children play in a reasonably clean and safe environment.

The provider demonstrates suitable understanding of the Early Years Foundation Stage requirements. The committee is currently working closely with the local authority to develop their knowledge of safeguarding practice. All staff have a secure understanding of the reporting procedures for child protection and attend suitable training. This helps them to keep children safe. Recruitment procedures adequately ensure staff are safe and suitable. All staff have completed Disclosure and Barring Service checks and the new

committee has instigated this process for its members. During the manager's absence, the deputy has maintained individual supervision meetings with staff and has monitored staff training needs. As a result, staff professional development has continued, with two staff attending qualifications training. Several members of staff have been booked to attend the Every Child a Talker programme and workshops on supporting two-year-olds to improve their teaching skills. This helps them to support children appropriately in their learning and development and raise achievements over time.

Staff meet together weekly to discuss children's progress and adequately monitor their development. Progress checks on two-year-old children are carried out appropriately, enabling staff to identify any delay in development. Self-evaluation provides some overview of the quality of the provision to help identify some areas for development. For example, the new committee has devised an action plan to identify specific roles and responsibilities for themselves and staff. However, there is insufficient focus on learning and development and the evaluation does not take account of the recommendations made at the last inspection. As a result, not all the recommendations have been fully met and not all children make good progress. The partnerships with parents are warm and friendly. Parents are positive about the group and say they find staff welcoming and approachable. Staff communicate with parents flexibly to encourage good links, for example, they use a social networking page to tell parents about events and activities. Staff work well with parents to share information about care and learning and therefore, ensure continuity. There are well-established relationships with other settings, including childminders and the local school. Staff work closely with other professionals, such as speech and language specialists, to meet the needs of children who have special educational needs and/or disabilities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY388022
Local authority	Cambridgeshire
Inspection number	945593
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	40
Name of provider	Butterfly Pre-School & Caterpillar Toddlers Group Committee
Date of previous inspection	16/09/2009
Telephone number	07791 569 215

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

