

Butterflies Early Years Centre

Fagley Lane, Eccleshill, Bradford, BD2 3NS

Inspection date

06/05/2014

Previous inspection date

26/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 management team regularly monitor how the provision operates. This ensures that children are safeguarded and their well-being and learning is effectively supported.
- Children develop their thinking skills through effective teaching because the staff ask them open ended questions throughout activities.
- Staff use observations of children effectively to ensure that they are able to plan appropriate activities and support children to make good progress.
- Children develop positive relationships with the staff and other children. This is because the staff spend time supporting children and including them in activities and offer praise frequently during the day.
- Staff have developed effective partnerships with parents to support children's learning.

It is not yet outstanding because

- There are other options to consider to further assist children in recognising numerals outdoors, to support their mathematical skills.
- There is scope to further develop the use of text outdoors and to provide visual written words within the provision in home languages other than English, to support children's early literacy skills.

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 sampled a range of documentation that included, evaluation documents, children's records of learning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector visited the indoor and outdoor play areas and spoke to several staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to children present.

Inspector

Melissa Patel

Full report

Information about the setting

Butterflies Early Years Centre registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned limited company and operates from a single storey purpose built unit, in the Fagley area of Bradford, in West Yorkshire. There is one playroom for children and an enclosed outdoor play area. The setting is open each weekday from 8.45am to 11.45am and 12.15pm to 3.15pm during term time only. The setting also operates a lunch club. There are currently 38 children aged from two to under five years on roll. Of these, 29 children receive funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs three members of staff, two hold relevant childcare qualifications to level 4 and one to level 3. The provision serves the local community and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to recognise numerals by consistently using numbers in the outdoor area
- extend the opportunities for children to become familiar with written words. For example, by consistently using print in the outdoor area and increasing print in children's individual home languages within all areas where children explore.

Inspection judgements

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

The staff have a good knowledge of the children's individual learning needs. As a consequence, all ability groups receive effective input from staff to help them progress towards the early learning goals. The children are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the provision. The quality of teaching is good. All the staff interact well with the children and they plan interesting experiences for them that present challenges. For example, children are supported well as they plant seeds outdoors. Staff support children effectively as they encourage them to describe the different pots and compare the varied sizes. The staff, through clear open-ended questioning, encourage children to recall what they have previously learnt about when planting seeds which includes how to look after the seeds. This supports children's thinking as they learn about the environment and how plants grow. In addition, the staff help the children develop strong mathematical skills by encouraging children to explore shapes through various activities, for example, they build

a cube with support. Children learn to count and indoors they demonstrate their recognition of numerals using a number board with support from staff. However, there is scope to help children to extend their recognition of numerals and therefore, further develop their early mathematical skills. For example, by reviewing the number labels and how consistently they are used within the outside play area.

Staff listen to what the children have to say individually and include them all well. This supports their communication skills effectively and helps them learn to join in group activities. Children show strong physical skills as they explore a variety of physical activities indoors and outside, such as balancing on blocks and using small stilts and digging in the sand. Children's use of imagination is given good consideration. For example, staff ensure props are readily available outside to encourage children to explore a varied range of activities and build dens. Children have lots of opportunities to develop literacy skills through using mark-making resources. The environment indoors has lots of text to refer to, which the staff use to help children put meaning to words. However, there are other ways to help children become more familiar with labelling and words and therefore, further progress their very early literacy skills. For example, by consistently ensuring that labelling, signs and symbols are used outdoors. Children who require extra support with their language skills and children who speak home languages other than English receive good support overall. For example, staff make plans to support children individually and in groups and staff use some words in home languages to support children. However, labelling in home languages other than English is less well developed within the environment to maximise and support children's literacy skills.

The observations and assessments of children are used effectively to plan children's next steps in learning across the seven areas. For example, observations are ongoing and used to inform planning for children's individual needs. Staff carry out regular summaries of their progress, which includes the progress check at age two, to guide them with planning activities. All of this supports children's all-round development and their readiness for school effectively. Parents are fully involved in their children's learning through regular discussion, which includes parent consultation evenings and the children's records of learning are shared. This means that staff and parents work together to help children progress. Staff include parents in supporting children's learning at home and at the provision. For example, by encouraging parents and children to bring in an object of the colour that they are learning about. This shared approach supports children's all-round learning successfully.

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

Children's well-being and security is given good support. This is because each child has a staff member assigned to them as their key person. Each key person has a clear knowledge of the individual needs of the children so that they can effectively support them. This also includes talking to the parents about the children's individual needs. The good support children receive also results in them forming positive relationships and appropriate attachments to the staff. Children are also supported successfully because they receive regular praise from the staff for their achievements. For example, for

counting, developing independence when spreading their own spreads on toast and for choosing resources. This results in children developing their confidence and helps to ensure that their behaviour is good. Children show an interest in the environment and they are motivated to learn. They are developing a good understanding of healthy lifestyles through regular outdoor activities that promote exercise. They join in events, such as celebrating a sports charity day, which involves participating in various races.

Care routines are carried out well. For example, children frequently wash their hands and they demonstrate a good knowledge of the importance of hand washing. Staff talk to children about why it is important to follow appropriate hygiene practices. The environment is hygienically maintained effective risk-assessments ensure that the children can explore the environment safely. Children are supervised well and are learning to keep themselves safe as staff talk to them about safety. For example, they discuss why it is important not to climb on the bench in the outside hut and children practice the fire evacuation procedure. This helps the children understand how to keep themselves safe, and to consider other people within the environment.

Transitions are managed effectively within the provision and staff prepare children successfully in varied ways for these moves. For example, they talk to children about what happens at schools, and ensure that they have the required skills to adapt to school life, such as encouraging their confidence, independence and social skills. They invite teachers from neighbouring schools to visit the provision to talk to children about school life before they move. Staff ensure parents are involved in the process, to enable all parties to support the children effectively at this time.

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

The management and staff team demonstrate a clear and effective overview of the safeguarding and welfare requirements. This is reflected in the staff's good understanding of their role with regard to who to contact if there are any concerns about a child. The safeguarding policy is clear and is effective in ensuring that the staff and parents are fully informed of the procedures in place to keep children protected and what to do if there are concerns. In addition, staff are deployed effectively within the provision to keep children safe from harm. Employment procedures are effectively implemented to make sure that the staff are appropriately checked and suitable to work with the children. Clear induction procedures are put into practice to ensure that new staff and trainee students know and understand their role. Staff supervisions and meetings provide staff with effective support to help them develop their practice and work well with the children. Staff go on regular training courses, such as working with parents, safeguarding and learning and development. In addition, all staff have current paediatric first aid training. This helps the staff develop their knowledge and practice and enables them to support children effectively. The management team form successful relationships with the parents, to support children's overall needs. For example, they liaise with the parents daily and keep them informed of happenings through various information resources.

The management and staff make sure that the learning and development requirements are promoted effectively for children, through monitoring how they support them with their progress. This includes how assessments of children are implemented. Monitoring and evaluation processes work effectively to ensure that the children's all round needs are met and that any improvements identified are acted on to support children. All the staff and managers are involved in this process. For example, the staff and management team have effectively met the recommendations raised at the last inspection by improving the planning to ensure all areas of learning are covered consistently. The use of observations to inform planning have been successfully developed and parents are included in children's learning. In addition, the provision have developed the outdoor play area effectively, giving children more resources and challenges to support their development. Parents views are gained through discussion and by asking clear questions about the provision through the use of questionnaires. The results of these clearly show that the staff form effective relationships with the parents and demonstrate that parents are satisfied with how the provision operates to support their children. Children voice their views as they are encouraged to make choices about what they wish to do. They are effectively supported by staff to carry out their chosen tasks and to speak freely.

The staff form good relationships with other provisions where children may attend in the future, such as the local schools. For example, they share appropriate information to support children's care and learning. Staff work closely in partnership with other early years professionals when appropriate to support children's individual needs. The staff continue to work closely with the local authority, through sharing information when staff from the local authority visit the nursery. This results in children receiving good support in their all-round development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY361738
Local authority	Bradford
Inspection number	863708
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	38
Name of provider	Butterflies Early Years Centre Limited
Date of previous inspection	26/03/2012
Telephone number	07816 236885

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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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