

# Little Butterflies Woodville Pre-school

Woodville Methodist Church, High Street, Woodville, SWADLINCOTE, Derbyshire, DE11 7EA

<b>Inspection date</b>	02/04/2014
Previous inspection date	19/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 requires improvement

- Staff consistently promote children's problem-solving and thinking skills, through the effective phrasing of questions and allowing children time to respond. As a result, children's learning is promoted.
- Staff effectively safeguard children; they have a secure understanding of child protection procedures and minimise risks and hazards effectively within the setting.
- Staff promote a positive partnership with parents and carers, regularly sharing and gathering information, to support children's learning and development and their ongoing needs.

### It is not yet good because

- On occasion, assessment is not fully reflective of what a child can do, and therefore not always effective in identifying the most relevant next stage of learning. Also, adult-led activities do not consistently provide appropriate challenge for more able children.
- There is scope to further promote children's learning outdoors, by expanding the range of activities to consistently cover the seven areas of learning.

## 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 activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Justine Ellaway

## Full report

### Information about the setting

Little Butterflies Pre-school registered in 1994 and is on the Early Years Register. It operates from Woodville Methodist Church, Woodville, Swadlincote and is a community interest company which is managed by directors. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- improve the assessments of children's achievements to ensure that they are accurate and are consistently used to identify the most appropriate next stage of development, to support children to make good progress towards the early learning goals
- ensure that adult-led activities take into account each child's stage of development and provide a challenging experience for more able children, to fully promote their learning and development.

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

- extend children's learning outdoors by providing a rich and varied environment that offers opportunities for learning in the seven areas.

## Inspection judgements

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

Staff promote a friendly and welcoming environment where children enjoy themselves. The quality of teaching is sound in some aspects and satisfactory overall. Staff skilfully promote children's communication and language and problem-solving skills, through the phrasing of questions. They often ask children why they think something is like it is, to encourage them to think and explain, or what they can do when encountering a problem. For example, children are rolling cars down the inside of a long tube, when one of them becomes stuck. The member of staff encourages the children to think about how they can

free the car. They consider this and try reaching the car from either end and then sliding another car down. After letting the children try to resolve this, the member of staff suggests what else they could try. The setting is well organised and therefore effective in supporting children who have a special educational need and/or disabilities. Initial assessments of each child as they enter the setting, provides useful information about their starting points and any support they may need. The special educational needs coordinator then plans relevant one to one and group activities according to need. There is a strong emphasis on celebrating everything a child can do, and getting to know their preferred learning styles and interests. Continual monitoring ensures that where children do not make sufficient progress, this is highlighted and external support is sought. On an ongoing basis, staff regularly observe all children during play and note any achievements. They assess their stage of development on a regular basis, to identify what children need to learn next. On the odd occasion, this information is not fully reflective and therefore staff do not always plan activities to promote children's learning in the most relevant area of learning, to ensure that children make good progress towards the early learning goals.

The layout of the activities, access to the outside area for a good proportion of the session and well-organised routines, effectively promotes children's personal, social and emotional development. Children have lots of choice about what they do during the session. This also effectively supports children in gaining the skills they need for future learning. Children demonstrate high levels of independence at snack time as they wash their hands, sit at the table and serve themselves with the snack and pour their own drink. They then clear away after themselves and staff rarely have to prompt them. Children often become absorbed in activities, such as play dough. They make models and spend time readjusting and perfecting their models until they are satisfied with them. As a result children develop their creativity and imagination. Staff effectively demonstrate techniques that the children can use, for example, how to use their hands to squash the dough until it is flat. Staff regularly deliver adult-led activities and plan what they want children to learn. Effective support is given to support children's learning, for example, recognising numbers. However, they do not always provide sufficient challenge for more able children, who have already reached this stage of development, so that they too can make progress in the activity in their learning and development. Children have suitable opportunities to develop an understanding of the world as they learn about the life cycle of a frog and grow vegetables in the garden. There is also regular access to a computer so that they can learn how to operate simple computer programmes. Staff provide sufficient opportunities for children to develop their literacy skills. Children select their name card as they enter the setting. They can draw or write during the session and enjoy a group story at the end of the session.

Staff promote a positive partnership with parents and carers, to ensure consistent support for children's learning and development. They give useful daily feedback on what children have been doing and any progress in their learning and development. The setting provides an opportunity for parents and carers to attend a termly meeting to discuss their child's learning and development. Parents and carers receive a useful written summary of their child's progress, at this time. This includes useful information so that parents and carers can support their child's next stage of learning at home. Staff value any contributions parents and carers share with them about their child's learning and development at home. Parents and carers speak very positively about the setting and the staff. They use words

such as 'brilliant' when describing the setting. They praise the consistent support that staff give to children, to help the children to develop new skills.

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

Staff take the time to give a personal greeting to each child, as they arrive, to ensure that they feel comfortable and secure as they enter the setting. As a result, children separate easily from their parent or carer and immediately begin playing with the toys. Throughout the session staff give reassurance to children if they have an accident, for example, dropping a cup. This promotes children's emotional well-being and enables them to feel comfortable to make mistakes, as they play and learn. Useful information is gathered from parents and carers, so that staff know what children are capable of and their needs at the time that they start. All staff take time to get to know the children and develop a relationship with them, as well as their key person. Staff take children out and about in the community, for example, to the sensory room at the local Sure Start centre. They make regular visits to the local school, as well as meeting the school staff, which helps to prepare children emotionally for when they move from the setting.

Staff promote a calm and friendly atmosphere. The well-organised routines and clear expectations mean that children know exactly what is expected of them, for example, they understand they have to tidy away when the tambourine is played. Staff sensitively support children if their behaviour is inappropriate, using positive reminders, such as 'we use kind hands'. Children have good relationships with each other and with staff, and enjoy themselves at the setting. They move around the environment with care and clearly demonstrate that they understand how to stay safe. For example, they walk carefully between the indoors and the outdoors. Staff teach children about other aspects of safety, for example, stranger danger. The indoor space is well laid out and provides a range of activities. Children move around easily and become absorbed in their play without interruption. The outside space includes a large field where children love to run around and develop other physical skills, for example, using the large slide. This promotes their good health as it provides regular access to fresh air. However, the outside space does not always offer a full range of activities, to ensure that children's learning and development is well promoted within the seven areas of learning, as the focus is sometimes mainly on physical development. Staff effectively teach children about a healthy lifestyle. They encourage children to independently get a tissue and throw this in the bin after use. They then demonstrate how to apply antibacterial gel and talk about why this is necessary. At snack time, staff teach children about healthy foods as they discuss that fruit makes you 'big and strong'.

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

The setting is meeting all of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are confident in the procedure to follow if they have any concerns regarding child protection issues. There are appropriate records in place to evidence the suitability of staff that work at the setting. Children's safety is assured within the premises. For example, staff undertake a safety checklist before children arrive, and they are vigilant

when children are dropped off and collected. The setting has a suitable understanding of the requirements regarding complaints. The manager has recently implemented a new system to monitor and improve staff effectiveness. The detailed and useful form clearly identifies how staff can improve their performance. The manager has also recently undertaken some observations of staff effectiveness and given feedback. This is positively impacting on the quality of the interactions with children, specifically around the way staff ask questions and give children time to think and respond.

All staff are qualified to level 3 and demonstrate a suitable knowledge of how to support children's learning and development. Most staff have undertaken training in core areas, such as safeguarding and first aid, which means that they are confident in meeting children's needs in the event of any concerns or an accident. The special educational needs coordinator updates her training regularly and as a result, the targets for children who need extra support are improved in their level of detail. The manager is currently undertaking a foundation degree and as a result, the setting is focussing more on the learning styles of groups of children and how the routine supports this. Each key person tracks each of their key children to identify any gaps in learning. The setting has recently implemented the tracking of groups of children to compare their progress, for example, boys and girls. Although only recently implemented, the setting is already making effective use of the information to identify whether they need to provide additional activities in particular areas of learning. The staff, and particularly the manager, are constantly evaluating practice to identify areas for improvement. There are clear reasons behind any changes, which always have a strong focus on how it will benefit the children. The future areas for improvement are relevant and realistic. The setting periodically gathers feedback from parents and carers.

The nursery staff provide appropriate information for parents and carers in the welcome book. They receive this when their child first starts at the setting and this includes the policies and procedures. This provides parents and carers with information about the running of the setting. The manager and the special educational needs coordinator are committed to working in partnership with other agencies and professionals, to get the best support for children. There is a proactive approach in seeking advice and guidance so that staff are confident they are doing all that they can to support children where appropriate. Effective use is made of the links that the setting has established with other professionals. Useful information is shared with other settings that children attend. This includes a regular update of what each setting is doing to support each child, so that consistency is ensured.

## 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

<b>Unique reference number</b>	EY343730
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	960143
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Little Butterflies Woodville Pre-School Community Interest Company
<b>Date of previous inspection</b>	19/10/2011
<b>Telephone number</b>	07929 919516

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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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