

# Butterfly Pre-School

Harvey Memorial Hall, George Green Road, George Green, SLOUGH, SL3 6BJ

<b>Inspection date</b>	04/07/2014
Previous inspection date	03/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 quality of teaching is good so all children make progress from their starting points.
- The staff team provides a wealth of activities that provoke children's interests so they play purposefully and behave extremely well.
- Staff consistently give high priority to the safety of children and effectively develop children's growing understanding of how to keep themselves safe.
- The management team evaluates the pre-school provision accurately and strives successfully to improve what is offered, which benefits children.

### It is not yet outstanding because

- Technological resources are not consistently made available for children to explore.
- Staff do not share ideas about activities which will provide opportunities for parents to become more involved in their children's learning at home.

## 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 spoke to parents, children and staff to gather their views.
- The inspector carried out a joint observation with the manager.
- The inspector examined a sample of policies, paperwork and children's records.
- The inspector observed children in all areas of the nursery.
- The inspector read the provider's self-evaluation.

## Inspector

Alison Southard

## Full report

### Information about the setting

Butterfly Pre-School opened in 1992, and is run by Butterfly Pre-School Limited. It operates from a Memorial Hall in Slough. It is open from 9.15am to 3.15pm each weekday throughout the year. Full-time and part-time places are available. Children have access to a secure enclosed outdoor play area. There are currently 40 children aged from two to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school currently supports children who learn English as an additional language. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The nursery employs seven staff, of whom five hold appropriate early years qualifications. A holiday club is held for children aged two to eight years.

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

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

- enable parents to become even more involved in their children's development by providing information for them about activities that can enhance children's learning at home.

### Inspection judgements

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

The pre-school manager and staff show high levels of knowledge and understanding about child development. Staff successfully provide a wide and varied range of activities to meet children's age and varying stage of development. The quality of teaching is good so children develop new skills across all areas of learning. Staff find out about children's starting abilities through informative discussions with parents. Key persons plan activities based on their observations. Development records include good details about children's progress and next steps for learning. Staff effectively implement the progress check for children aged two and include parents' views within the summary.

Staff provide access to the outside throughout the session and children have lots of fun exploring. They develop their physical skills by climbing and crawling through tunnels, playing musical instruments and pouring with jugs in the water tray. Inside activities, such as exploring colour as they paint, constructing train tracks and making cups of tea in the role-play area enable children to gain creative skills.

Staff set up the learning environment very well, with different areas for children to explore. Pictures and labelling on containers help children to self-select resources and to

understand that print has meaning. However, the wide range of technological resources is not stored so that children can reach these easily to develop their awareness and use of technology. Excellent care is taken to provide a curriculum which promotes communication, literacy and numeracy. Staff encourage children's language skills effectively by asking relevant questions to extend their thinking and understanding. Mathematics features highly in the routines as children are asked about how many cups are on the table at snack time, or to identify numbers on chairs. Children of all ages enjoy the range of reference and fiction books in the cosy book corners inside and out, and enjoy opportunities to listen to stories. As a result, children are being well prepared for school. All staff skilfully include mathematical language, which reinforces children's awareness of colour, measurement and quantity in every activity and conversation. Children learn to recognise and write their names. This is enhancing children's opportunities to develop their understanding and language well.

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

The key-person system is well organised. Consequently, children form secure relationships with their key person. This reassures children who often need affection to increase their trust and promote a sense of belonging. Discussions with parents when children first start at the pre-school help staff to prepare for children's individual needs. As a result, children settle very well. Safety is promoted effectively. Staff help children to understand how to keep themselves safe through regular fire drills and by discussing why it is important to wear hats outside in hot weather.

All children can easily choose from a wide selection of activities and resources. These are organised across the room and in the outdoor play area. They include quiet areas for children to relax and look at books. Children show they are building relationships with each other when they initiate hide-and-seek and chasing games. They role play trains on the caterpillar climbing frame and explore the different sounds of instruments. The high levels of engagement between staff and children fully promote positive relationships and enable all children to gain an understanding of how to promote behaviour. Staff provide gentle reminders to share and take turns and readily offer praise to raise children's self-esteem.

Children actively develop an understanding of being healthy through regular exercise. For example, dancing with scarves where children make big movements with their arms and patterns in the air. Children have opportunities to explore the park nearby and have daily outdoor play to enjoy fresh air. Children choose when to have snack time and this consists of healthy snacks where they serve themselves. Even the youngest children pour their own drinks with adults close by to help, if needed. Children who stay all day bring in healthy packed lunches. Lunch times are extremely sociable events and children chat with their friends and staff. Children maintain personal levels of hygiene because they follow regular routines of hand washing. Staff manage nappy changing efficiently and follow hygienic routines to protect and promote a healthy environment.

Staff plan effectively to prepare children for school. This includes helping children to reach

their potential in literacy and mathematics and helping them to become emotionally and physical ready. For example, encouraging children to dress themselves and form close friendships.

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

Management and staff have a good understanding of the Early Years foundation Stage safeguarding and welfare requirements. Staff are familiar with the pre-school's safeguarding policy and are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides a rigorous induction programme followed by on-going training and supervision. This ensures that staff feel extremely well supported and have secure knowledge and skills to carry out their roles and responsibilities confidently. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily to provide a safe and secure environment. They follow well organised routines for deployment and have clearly designated daily responsibilities.

The management team demonstrate clear leadership and encourage teamwork. They show a positive commitment to meeting the requirements for children's learning and development. There is a full range of policies and procedures which show how the setting is meeting all requirements. Management work diligently with all staff to ensure that children achieve and make good progress across all areas of learning. The management and staff use effective systems for recording children's learning and they are currently introducing a detailed, wider analysis to show any gaps in the provision. Observations of staff practice, also means that the quality of teaching can be reflected upon and feedback is provided to support staff with strategies, to ensure high standards are maintained.

The management team have evaluated all areas of the provision and show a commitment to gaining the views of staff and parents. For example, recent feedback brought about the introduction of a water station where children bring in named water bottles to ensure they remain refreshed throughout the day. There is regular liaison and staff share ideas to effectively support the provision. Staff welcome the involvement and opinions of parents and other's involved in children's development. They display information to encourage some parental involvement in children's learning and progress. However, they do not always tailor this information to enhance opportunities for individual parents to support their child's learning at home. The manager and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek support and guidance where necessary. As a result, children are well prepared for the next stages in their learning.

### **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

<b>Unique reference number</b>	EY414194
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	845124
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Butterfly Pre-School Limited
<b>Date of previous inspection</b>	03/02/2011
<b>Telephone number</b>	01753511612

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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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