

Butterflies Pre-School & Priory Kids

Priory Primary School, Priory Road, HULL, HU5 5RU

Inspection date	21/07/2014
Previous inspection date	22/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Risk assessments are not always followed by staff to safeguard children effectively. As a result, the school gates are not always kept secure to ensure children's safety.
- Staff do not ensure that the space and the equipment is well organised to ensure that children can play in safety in the construction area of the provision.
- The manager and staff's understanding and knowledge of how to manage children's behaviour is not robust enough to promote positive behaviour. This means that leadership is poor and not all practice fully supports children's well-being. As a result, children's occasional disorderly conduct hinders learning and puts them and others at possible risk.
- The quality of teaching requires improvement because the staff do not always provide enough time to listen to the children's answers. Consequently, children's thinking skills are not always extended to help them make connections in their learning.

It has the following strengths

- There are sound partnerships with parents and the host school. This means information about children's individual needs and their care and learning is shared effectively.

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 had a tour of the premises. She observed activities in the out of school room and in the outdoor environment. She also observed the snack time and lunch arrangements.
- The inspector looked at younger children's learning and development books, containing observations and assessment records. She also looked at other documentation linking to children's progress.
- The inspector looked at evidence of the suitability of staff and a selection of policies and procedures. She also looked at performance monitoring systems and the evaluation documents.
- The inspector completed a joint observation with the manager and had discussions with the staff. The inspector also held meetings with the manager.
- The inspector took into account the views of parents spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

Butterflies Pre-School and Priory Kids registered in 2002 and is run by a private provider. It operates from two designated units within the grounds of Priory Primary School in Hull. Children have access to enclosed outdoor areas and the school playground. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision employs 16 members of childcare staff, including the manager who has an early years degree. Of these, 15 members of staff hold an appropriate early years qualification at level 2 and 3. The pre-school is open Monday to Friday during term time from 9am to 11.30am and 12.30pm to 3pm with a lunch session for the children in between. The provision also provides a before and after school club which operates Monday to Friday from 7.30am to 9am and 3pm until 6pm during term time and in the holiday period from 7.30am until 6pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 115 children on roll. Of these, 81 are within the early years age range. Children attend for a variety of sessions. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the risk assessments are followed robustly by management and all staff, particularly regarding closing the host school playground gates to ensure children's safety
- ensure that children's behaviour is managed in a suitable manner and that there is a named person responsible for behaviour management who has the necessary skills to advise other staff on behaviour issues and access expert advice if necessary
- ensure children can play in safety by reviewing the organisation of equipment, such as the large wooden building blocks in the construction area to avoid children being at risk from preventable accidents or injuries
- develop the quality of teaching so that all children receive good levels of challenge, by improving opportunities for children to talk and answer staff's questions, by giving children time to make connections in their learning and organise their thinking.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. However, the quality of teaching is variable. For example, the manager discusses children's drawing of a happy face to promote their understanding of shapes and features. This helps children to notice patterns and shapes and talk about their representations. This builds children's self-esteem and enables them to give their own explanations of their ideas and thoughts. However, other staff do not consistently wait for children to answer their questions. For example, staff outside ask children things but before children can offer an answer the staff continue conversations or suggest responses themselves. This means that, on occasions, some activities and staff questioning are not always matched to the younger children's individual needs through giving them more time. Consequently, children's critical thinking and problem solving skills are not sufficiently challenged to help children to make the best progress possible. Each early years child has a key person who is responsible for carrying out regular observations of children's learning. These are used to identify the children's next steps in learning and assess the progress they are making towards the early learning goals. Planning covers all of the seven areas of learning and supports children to generally to make some progress in their learning and development in preparation for starting school.

Children's communication and language skills are appropriately promoted as they engage in conversation with staff and their peers. For example, as they play with the sand and water, children talk about making 'chilli' and discuss possible creatures they can find in streams. Children explore a wide range of different textures, such as, paint, water and sand. This aids and develops their hand-to-eye coordination as they use paint trigger sprays, sponges and brushes and a variety of tubs to pour and scoop. Younger children concentrate on filling various resources with water and balancing containers. This promotes their mathematical awareness. They work alongside the older children digging out a stream and say 'I am helping' as they fill the trench by emptying containers of water in. This means children choose what they do and who they play with, and generally children talk and play acceptably together. Therefore, children are supported satisfactorily and make suitable progress in their learning in relation to their starting points.

The out of school provision invites parents and children to have initial visits, to enable children to meet key staff. This supports a positive relationship with parents and provides opportunities to share information about the routines and children's likes and dislikes. Children's starting points are obtained by observing children when they first start and regular All about me forms requests information from parents about children's interests and abilities. This establishes a valid starting point for staff to build upon and continually update. Most children move through the pre-school and into the out of school provision when they move onto school. Key persons observe children suitably and these observations describe children's learning and accomplishments, supported with photographs and evidence of children's work. Parents are encouraged to view their children's early years folder and to share what they know about their child. Newsletters,

questionnaires and email facilities provide regular two-way communication. This means parents, as a rule, are well informed and can become involved in their children's learning.

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

Staff have a poor understanding of how to ensure children's safety as they do not adhere to the provision's risk assessment. As a result, they do not ensure the school playground is secure to ensure children can play outside in safety. Also, staff do not ensure that equipment, such as the large wooden building blocks are organised and arranged safely. This means that children's welfare is not sufficiently safeguarded. Children are not adequately cared for in the setting because the manager and staff do not consistently apply behaviour management strategies. For example, some children jump off the large wooden building blocks and kick over panels and surrounding fences. This places other children in this area at risk. Staff do not support children to understand how to respond to appropriate boundaries because they do not have agreed set procedures in place. As a result, children do not listen to the manager or the staff and they do not learn how to keep themselves or others safe. This is because staff have not had sufficient training to consistently manage children's disorderly conduct. Consequently, this has a significant impact on the safety and well-being of children.

The out of school provision provides a welcoming environment for all children. Staff work at both the pre-school and the out of school provision and are children's key persons. This helps children to settle easily with staff who are familiar to them. Staff have formed some close relationships with the children and have a sound understanding of their abilities and interests. This supports children to make an emotional attachment to the staff. Children are offered accessible and open-ended resources to satisfactorily support their explorations and imagination suitably for their age ranges. Children organise and negotiate their play, displaying their awareness of life-play scenarios and sequences. The majority of children play cooperatively and talk through roles and their ideas. This enables children to express their views and request preferences for activities and experiences. Parents provide a packed lunch for children. Snack and lunchtimes enable staff to discuss making healthy food choices. This assists children to learn about the importance of adopting a healthy diet. Drinks are readily available, which children pour themselves to support their independence. Staff encourage children to be independent in their self-care and follow good hygiene practices, especially before eating, which promote positive hygiene procedures. Children take part in a lot of physical exercise. For example, they play enthusiastically outside and staff stimulate races on bikes and scooters and a game of football on the school grounds. As a result, children gain an awareness of the importance of exercise to maintain a healthy lifestyle and can practise their physical skills and be active.

The manager has developed important links with the local school. She shares information on children's learning and development with the school to exchange children's experiences and their interests. Reception teachers visit the pre-school and younger children visit the school for events. The pre-school and out of school provision staff are consistent and this helps continue with children's known capabilities and talents. These links support children satisfactorily in making the move from the pre-school and to the out of school provision

and into school. Consequently, information about children's individual needs and their care and learning is shared effectively.

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

This inspection was prioritised following concerns being raised about the out of school provision relating to the supervision of children in the host school playground and children's behaviour. During the inspection, the inspector found that the provider and staff are not adhering to the provision's risk assessment that requires them to check gates are closed and secure before entering the vast school playground. Similarly, large equipment is not always offered in appropriate spaces inside and monitored to ensure children use it carefully. This means good safety routines are not always maintained in order to fully promote children's safety. Furthermore, the manager and staff's understanding and knowledge of how to manage children's behaviour is not effective enough to promote children's positive behaviour. As a result, some children's occasional disorderly conduct hinders their and others' learning and puts them and others at risk. The provision has a clear safeguarding policy and an adequate behaviour management policy and risk assessments in place that meets the requirements of the Early Years Foundation Stage. However, these are not always implemented effectively to ensure children's safety and well-being. These significant weaknesses in practice are breaches in the safeguarding requirements of the Early Years Foundation Stage and the Childcare Register.

Staff recruitment is thorough and all staff and volunteers are checked to ensure they are suitable to work with children. All childcare staff hold appropriate qualifications and hold current first-aid certificates and attend safeguarding training. Staff in the out of school provision are suitably deployed and the adult-to-child ratios are adequately maintained to supervise children's needs. Staff have a sufficient understanding of what to do should they have any concerns regarding a child's welfare and a detailed written policy is in place to support this. The manager generally is aware of her role and responsibilities and works to provide a positive environment. There is an open door policy for staff to discuss concerns regarding any areas of the provision and regular supervision meetings are offered to staff. There is a varied range of written policies and procedures, which are shared with parents and updated annually. Visitors, students and volunteers are asked to sign in on arrival and are accompanied at all times when children are present. Documents and an up-to-date record of accidents, which parents have signed, are in place. The manager has a suitable understanding of her role to respond to any written complaints made by parents and a procedure for dealing with complaints is in place.

The manager monitors the children's pre-school books in order to ensure that the quality of the educational programmes is maintained. She analyses children's assessments and completes overview graphs each term for all seven areas of learning. These are displayed for parents and staff to view freely. This also highlights any children not meeting the development levels and aids staff to put support in place to bring their development forward. Systems for self-evaluation and monitoring practice are sufficient. The staff team meet regularly to discuss areas for development and have a suitable development plan in place which highlights current areas for improvement. Partnerships with parents are

positive and the majority of parents are happy with the service provided. Parents are kept informed about the areas of learning and safeguarding procedures through the noticeboards, newsletters, the website, meetings and emails. Feedback from parents is obtained through regular questionnaires. The staff has an effective partnership with the children's centre and school. They provide a creche facility and regular parent focus meetings. Partnerships with other professionals, such as family support workers within the children's centre ensure that staff cater for all the needs of the children and their family. The manager attends relevant meetings to secure appropriate interventions to benefit the children in their care. She also works with the local authority advisory team and local onsite children's centre, who visit to share good practice. This demonstrates the capacity to maintain continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY374255
Local authority	Kingston upon Hull
Inspection number	982474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	115
Name of provider	Butterflies Pre-School Ltd
Date of previous inspection	22/10/2010
Telephone number	01482 352233

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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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