

# Butterflies Pre-School

Cowley Recreation Ground, High Street, Cowley, UB8 2EA

## Inspection date

Previous inspection date

23/07/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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 provide appropriate support and foster good relationships with children and their families. This helps children to settle quickly and enjoy their time in pre-school.
- Staff develop positive partnerships with parents. This helps them to provide continuity of care and a shared approach to support children's learning.
- Staff plan an enjoyable range of indoor and outdoor activities for children to choose from and children make sound progress in their learning and development.

### It is not yet good because

- The provider does not always carry out the suitability checks they state they will carry out for volunteers. Also, induction for volunteers does not always ensure that they understand their roles and responsibilities in relation to safeguarding matters and behaviour management.
- The quality of teaching varies and as a result children are not always sufficiently challenged in their learning.
- The staff have not actively promoted partnership working with other settings children attend. Therefore, they cannot be sure if what they offer complements the early years experiences children have elsewhere.

## 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 two play rooms and the outdoor environment.
- The inspector held meetings with the manager and invited them to carry out a joint observation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self evaluation and improvement plan.
- The inspector took account the views of parents and carers spoken to on the day and from information included in the setting's parent survey.

## Inspector

Vicky Wills

## Full report

### Information about the setting

Butterflies Pre-School is privately owned and registered in 2014. It is registered on the Early Years Register. It operates from a community building in Cowley, in the London Borough of Hillingdon. All children share access to an enclosed outdoor play area. The pre-school is open each weekday morning during term time only. From September 2014 afternoon sessions will be offered. They receive funding for the provision of free early education to children aged two, three and four years. There are currently 22 children on roll. There are five staff currently employed, three of whom hold a recognised childcare qualification.

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

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

- implement effective procedures to check the suitability of volunteers and provide suitable induction so that volunteers understand their roles and responsibilities, particularly in relation to safeguarding matters and behaviour management
- provide greater consistency in teaching practice to ensure that children receive appropriate support and challenge to help them to make good progress in their learning and development.

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

- improve partnership working with other settings children attend, to provide continuity of care and a united approach to promote children's learning and development.

## Inspection judgements

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

Children arrive at the pre-school happily and settle into their chosen activities quickly. The environment is set up for the children with all low level activities that the children can access as they wish. On the day of the inspection it was the last day of term. Children were clearly excited about the different activities on offer and the celebratory atmosphere, as older children prepared to move on to school. For some children the change in routine and unfamiliar activities led to some confusion over what was expected of them. At times children became extremely loud in their activity, there was evidence of squabbling and behaviour deteriorated. There was a lack of guidance from the adults, who also showed a

lack of awareness of what was expected of them. After more experienced staff took control and children calmed down and were encouraged to participate in activities, a much more organised provision was observed. Some good interaction and teaching was observed from some adults, although some continued to supervise children rather than actively engage with them. As a result, children did not all receive sufficient challenge during activities to build on what they already know and can do.

Planned activities cover the seven areas of learning, with some individual planning occurring to meet specific children's needs. Parents are involved in setting targets for their children's learning and they receive regular feedback about their children's learning.

Most children are confident and independent. They move around freely enjoying being able to freely choose between indoor and outdoor activities. Outdoors there are some inviting activities and climbing equipment and water play are available.

Staff carry out observations and involve parents and children to identify what children can do, what they are interested in and how they can build on interests to promote the children's learning. The staff and volunteers show a developing awareness of the Early Years Foundation Stage requirements and the educational programmes they deliver help children to make sound progress towards the early learning goals. They have developed several strategies to support children with communication difficulties. These are helping children to make some improved progress. However, the lack of interaction from some staff, at times, means that children are not always actively encouraged to develop their speaking and thinking skills. Self-evaluation has highlighted some staff training needs and plans are in place to improve provision for children's learning and development.

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

Children and their families receive a warm welcome on arrival. A sound key-person system helps to support children as they are settling in and becoming confident in the setting. It also fosters partnership working and parents state that they feel involved in their children's learning and receive good information about their children's activities and progress.

Children enjoy playing with their friends and some of the adults, enjoying a cuddle when they need a little more reassurance. Children make choices in their play and show independence as they go to the toilet or wash their hands without asking an adult. Adults oversee children's personal hygiene and offer assistance as required. The comfort of children who wear nappies is assured. They are regularly changed in the privacy of the designated changing area and staff follow good hygiene practice to minimise the risk of cross-infection. Any accidents are dealt with sensitively.

Most of the time the children behave well. There are times, however, when the adults fail to provide a consistent approach to behaviour management and children do not understand the behavioural expectations. This has a negative effect on the quality of children's play and learning.

Children are developing some independence skills, such as pouring their own water. A water jug is available throughout the session and they can help themselves. However, younger children struggle to lift it because of the size and weight. Staff are quick to offer help but have not considered ways to enable all children to do this unaided

Children enjoy snack time when they sit together and choose what they want to eat. Children are given healthy snacks, such as fruit and vegetable sticks and learn about food that is good for them. The children enjoy playing outdoors in the garden and also enjoy fresh air and exercise when they are taken as a group to the local park. The children talk about 'butterfly walks'. Parents are invited to join their children on the walks or to look at the attractive displays that show children's activities during such outings.

Staff help to prepare children for times of change. The children are excited about moving on to school because of the reassurance staff have given them.

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

The manager has an adequate knowledge of her role and responsibilities to meet statutory requirements. She is able to identify areas that she would like to improve on. The manager works directly with the children and is able to observe staff practice. She acts as a positive role model but recognises she needs to do more to improve the quality of teaching. She has not currently taken action to rectify this. As a result, the provision for children's learning and development is not yet good.

The manager is developing systems of observation, assessment and planning. She and her staff have taken positive steps to involve parents in their children's learning and regularly share some useful information with them.

Most people caring for the children have a secure understanding of their roles and responsibilities. However it is evident that volunteers do not receive the same level of support as employed staff. Their induction does not ensure that they are familiar with the pre-school's safeguarding procedures and they receive too little guidance about behaviour management. Coaching and support is not used effectively to help volunteers to improve practice. The main staff team have received safeguarding training Early Years Foundation Stage training. They have regular supervisions with the manager to help them identify their interests and training needs, to improve their work with the children.

Safe recruitment procedures are not consistently applied, as references are not always gained for those volunteering to work the children. Although these adults are not left alone with the children, the group policy states that two references will be obtained for all adults working in the setting..

The manager has initiated satisfactory partnerships with the local children's centre, to gain support for children and their families but has not been proactive in establishing

partnerships with other settings children attend.

The staff and manager have developed a basic self-evaluation process which is highlighting areas that they need to develop, and involves processes as well as direct work with children. The manager has a clear plan for improvement and demonstrates a sound commitment to improvement.

## 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>	EY473239
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	953789
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Butterflies Pre-School Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07809874671

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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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