

# Butterflies Early Years Centre

St. Margaret Clitherow RC Primary School, Polhearne Way, BRIXHAM, Devon, TQ5 0EE

## Inspection date

02/10/2014

Previous inspection date

05/06/2009

## 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

- Staff have a good understanding of how children learn through play and plan activities that support children's individual interests.
- Staff have a good partnership with parents and outside agencies to provide a shared approach to children's learning and development.
- Staff supervise children well to help keep them safe and promote their well-being.
- Staff provide children with a broad range of resources in the well planned activities to support their learning and development.

### It is not yet outstanding because

- Children are not always encouraged to increase their independence at mealtimes or during some craft activities to use tools safely.

## **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 observed the children at play in the classroom and the outside play area.
- The inspector held discussions with the manager and staff.
- The inspector sampled documentation including some policies, procedures and risk assessment.
- The inspector looked at children's assessment records.
- The inspector invited the manager to carry out a joint observation.

## **Inspector**

Sally Hall

## Full report

### Information about the setting

Butterflies Early Years Centre registered in 2006. It occupies premises within St Margaret Clitherow Roman Catholic Primary School, in Brixham. Children have use of a separate building and outside play area as well as the school grounds. There is ramped disability access to the setting. The centre is open from 9am to 3pm every day during term-time. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll in the early years age group. The setting receives nursery education funding for two, three and four-year-old children. They support children with special educational needs and/or disabilities. The setting is managed by a committee of parents, school staff and governors, who employ four staff who all have early years qualifications.

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

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

- enhance children's growing independence at mealtimes by encouraging them do things for themselves and extending opportunities during craft activities to enable them to use tools safely.

## Inspection judgements

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

Children have a welcoming environment in which to play and learn. They have a self-registration process on arrival. This helps them to learn to recognise their name. Children are making good progress in their learning and development. They are very happy, settled and familiar with the routine for the day. They confidently choose what they would like to play with and concentrate well at their chosen activity. Children enjoy craft activities. They receive good support from staff to use their own ideas and imaginations. However, they are not always encouraged to be confident in using scissors and tools safely. Staff give children lots of praise and encouragement to achieve. Children show a sense of pride in what they have made, putting it away in their tray, keen to show their parents on arrival.

Children have a key person to support them as they play. Staff know all the children well as it is a small nursery. They plan well to support children's individual interests and their next steps in their learning and development. Observations and assessments on the children monitor the progress they are making, which staff share with parents. This encourages parents to be fully involved in their child's learning and development.

Children enjoy role-play and play well alongside their friends as they plan their pretend trip to the beach. They ask their friends to join in their play, for example, a child says

'come and join my pirate ship as I sail home'. Staff interact well with the children and are skilful in allowing children to make their own play. They give them ideas without interrupting children's concentration and enjoyment. Staff use spontaneous opportunities to extend children's learning naturally as they play. For example, during outside play when they heard a plane flying over, they talked with the children about where they have been on holiday, and when the church bell rings, they talked about the time. Staff help children to become skilful communicators. They are consistent in helping children to build their early language, gain the confidence to speak in a small group of children, and to share their home news and talk about their family. This promotes children's communication and social skills well.

Children enjoy looking for bugs during outside play, talking about what they eat and how they live. They listen intently to stories about bugs, recalling what they have seen during outside play. Staff count with the children in naturally occurring situations, including when reading stories. This supports children's understanding and interest in nature and their mathematical skills. Children are encouraged to gain an understanding of early writing skills, learning to write their own name on their work. They have access to a good range of resources that are easily accessible to support this naturally during their play. Children enjoy painting and comment on what each other is doing. Staff sit alongside the children as they play, encouraging them to say what they are doing and making. This encourages children to think about processes and put them into words. Children are prepared well in readiness for starting school. They join in school activities and the reception teacher visits to read stories to them. This enables the teacher to meet and get to know the children in an environment that they feel safe and at ease in.

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

Children are very confident and keen to express themselves, and quickly engage in play on arrival. They behave very well, listen to instructions from staff and respond appropriately, such as helping at tidy-up time. Staff promote children's good self-esteem very well by using consistent praise and encouragement. This positively develops children's emotional well-being. Children learn how to keep safe as they play; for example, they know not to run indoors, and to take their turn safely on the slide during outside play under close supervision from staff.

Staff support children new to the setting extremely well to help them to feel safe and secure. They offer guidance to help them gain an understanding of the routine for the day, giving reassurance. This helps children to settle. Staff encourage a good exchange of information and support for new parents. This gives parents the confidence to leave their children, knowing staff will confidently meet their children's needs. Children have access to a good range of toys and resources to develop their interests during play. Staff display children's work around the room for parents to see, which gives children a sense of belonging.

Children have healthy snacks provided by the setting and bring a packed lunch from home, which supports their health and well-being. Staff teach children to be very

confident in some of their own self-care tasks. For example, children demonstrate they are very familiar with the routine for washing hands independently, although, they do not have opportunities to extend these skills during mealtimes by pouring their own drinks and helping with the preparation. Staff use mealtimes to teach children good social skills, learn to eat their savoury items first and about what is healthy to eat. This promotes children's understanding of healthy eating expectations. Children confidently find their named place at mealtimes and are keen to sit next to their friends. Children benefit from fresh air each day playing outside. They confidently get themselves ready to go out to play. They have ride-on-toys to support their physical development and enjoy playing on the slide and chalking letters of the alphabet on the tarmac. This shows staff use learning experiences outdoors well to support children's learning and development.

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

Management and staff are clear of the requirements of the Early Years Foundation Stage and their roles and responsibility. Staff are clear on how children learn through play and present as positive role models. Management use effective systems to provide staff with regular supervision to monitor their performance and identify any training required. This means staff are effective teachers, and overall, support children's learning and development well. Management and staff have a secure understanding of the procedure to follow in the event of a safeguarding concern to protect children's safety and welfare.

Staff supervise children well. Risk assessments are completed and regularly reviewed to provide a safe environment for children to play, both indoors and outside. There are good systems in place to ensure children are safe during arrival and departure times. A visitors' book and children's attendance records clearly show who is in the building at all times. Staff practise the fire drill with children so they gain an understanding of the procedure to follow in the event of an emergency.

Staff have a good partnership with parents, keeping them well-informed each day about how their child has been to provide consistency of care. They provide regular feedback about children's learning and development and progress so parents are able to support learning at home. The nursery has good links with outside agencies to support children's individual needs. This helps them to ensure every child receives the appropriate intervention and make secure progress in their learning and development. Staff have a good partnership with the adjacent school to promote a smooth transition for children when they are due to start school. They have good links with other early years settings that also care for children to provide a shared approach to children's learning and development.

Management share policies and procedures with parents so they are clear of staff practice. Management regularly review policies to ensure they keep up-to-date with changes in legislation. Self-evaluation is effective. They reflect on their practice and outcomes for children to identify any areas for improvement and to sustain continuous improvement. This allows them to adapt the educational programme to meet children's individual needs.

They have received positive feedback from parents as part of the self-evaluation process, who value the care their children receive and the progress their children are making.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY338910
<b>Local authority</b>	Torbay
<b>Inspection number</b>	979069
<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>	16
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Butterflies Early Years Centre Committee
<b>Date of previous inspection</b>	05/06/2009
<b>Telephone number</b>	07977 359030

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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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