

Butterflies Pre-School & Priory Kids

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

Inspection date	28/11/2014
Previous inspection date	21/07/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- There are good partnerships with parents, where information about children's care and learning is shared successfully between home and the nursery.
- Children's welfare and safety are well supported by staff through the implementation of safeguarding policies and procedures.
- The outdoor environments are stimulating and provide a good range of activities for all children, including opportunities to enjoy physical challenges.

It is not yet good because

- The quality of teaching in the older pre-school room is variable.
- Some children's behaviour in the older pre-school room is not consistently managed by all members of staff.
- The range of resources for children in the older pre-school room do not always provide good levels of challenge.
- Staff do not effectively use self-evaluation to drive forward improvements.

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 children playing indoors and outdoors.
- The inspector sampled documents, including the pre-school's self-evaluation, children's records and staff suitability checks.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to obtain their views on the nursery.

Inspector

Rose Tanser

Full report

Information about the setting

Butterflies Pre-School and Priory Kids registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by a private provider from two designated units within the grounds of Priory Primary School in Hull. There is access to two enclosed outdoor play areas. 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. There are currently 101 children on roll. Of these, 78 are within the early years age range. Children attend for a variety of sessions. The club employs 16 members of childcare staff. This includes the provider, who is also the manager. There are two staff who hold level 6 qualifications and 13 staff who hold appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- improve the processes for monitoring the quality of teaching, to assess the impact on children's learning and to enable swift action to be taken to eliminate any underperformance, to meet all children's individual needs
- ensure consistent approaches by all staff in managing children's behaviour in the older pre-school room, so that children learn to be aware of their own feelings and understand how their actions affect other people.

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

- strengthen the range of resources available during child-initiated activities for the older pre-school children, so they have more choice and their interest is maintained
- develop more rigorous monitoring and evaluation of the pre-school and out of school provision and implement timely actions to bring about swift and continuous improvement.

Inspection judgements

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

The staff identify children's starting points in their learning and development when they begin at the pre-school, through observations and discussions with parents. They plan activities and experiences that appropriately support children's progress towards the early learning goals. As a result, children access a range of activities and experiences that adequately cover the seven areas of learning. There are planned group activities that are developmentally appropriate and support children's progress across the different areas of learning. For example, during the inspection, children rehearsed the Christmas nativity that they are going to perform for parents. All children have a part to play and generally engage well in the rehearsal. They practise the songs and enjoy acting out their particular roles in the performance. The structure of the day provides opportunities for children to follow their interests, both indoors and outside. The outdoor environments are stimulating and provide a good range of activities for all children, including opportunities to enjoy physical challenges. However, sometimes the available resources for child-initiated learning inside, particularly for the children in the older pre-school room, do not provide appropriate challenges, so children are not motivated to learn and become disengaged.

Staff plan for individual children to support their progress in the pre-school. They collect observations to identify their next steps in learning. The individual plans cover the seven areas of learning, giving most children opportunities to access a suitably broad range of activities and experiences. As a result, children usually have the skills they need for the next stage of learning, including school. However, the quality of teaching is variable in the older pre-school room. Some members of staff effectively promote children's development by joining in their play, to support their learning. For example, a group of children are outside playing in the wooden house. A member of staff joins in with their play, suggesting they act out a familiar story. The children engage enthusiastically with the member of staff, taking on different roles. Consequently, children's early literacy skills are well supported. However, some interactions between staff and children are focused on merely supervising their play. Consequently, children are not always challenged sufficiently to make the maximum amount of progress possible.

Parents are made very welcome by staff. They are kept up to date about what is happening through regular newsletters and the parent information boards located in the two units. When children start in the pre-school, parents are asked about children's development and interests. This means that they are involved in their children's learning from the start. Staff share information about children's progress with parents through regular meetings. Parents know what is planned for their children's next steps and this supports their learning at home. They are encouraged to share their children's learning from home. They complete Story from home sheets and this means they continue to contribute information about their children's achievements. The staff complete the required progress check for children between the ages of two and three years, so that parents understand their children's strengths and any concerns can be identified early and plans made to close any gaps in their learning.

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

Every child in the pre-school has a key person, who promotes their well-being through secure attachments. Children and their parents are invited to visit for short induction sessions prior to starting. This prepares children well, as they become familiar with the daily routine and activities and builds partnerships between parents and the key person. As children prepare to move to a new room, their key person takes them for a number of visits, so they are familiar with their new environment. They get to know their new key person before the move and this helps to promote children's emotional well-being. Consequently, children develop a sense of security, which equips them well emotionally when it is time to leave the pre-school and move on to a new setting or school. Children usually behave appropriately for their stage of development and staff recognise their efforts and achievements, praising them accordingly. However, occasionally, some children's behaviour in the older pre-school room is not consistently managed by all members of staff, so children do not effectively learn to be aware of their own feelings, or understand how their actions affect other people.

Staff keep children safe through daily risk assessments and ensure children are always well supervised. The older pre-school children are encouraged to make their own risk assessments, which motivates them to try new experiences. For example, they navigate balance beams, working out how to get from one to another safely. They learn to be independent, as they choose from a range of accessible resources, inside and outside. The staff encourage children to develop healthy practices, for example, washing their hands at appropriate times. Children enjoy a range of healthy snacks and drinks during the day, which supports their growing understanding of healthy lifestyles. They are encouraged to help themselves to snack, which supports them to become increasingly independent. The children take responsibility for clearing up after themselves, washing the cups and bowls they have used. The pre-school provides a wide range of healthy, freshly cooked meals supplied by the school kitchen, which children eat together in their rooms. Parents have the option of sending packed lunches for children. Staff provide useful ideas for healthy packed lunches, to support parents with their choices of food and drinks. All children have time outside everyday where they can enjoy a range of physical exercise to promote their health and well-being.

The pre-school has well-established links with the school on the same site. As children move on to school, information is shared, to ensure that the teachers can meet the needs of new children, when they start. The children attend events in the school, for example, Christmas plays, which helps to familiarise them with the building, teachers and children at school. The teachers visit children in the pre-school, so they can observe them in a familiar environment, to further support their move to school. When new children attend the out of school provision, the manager seeks information, to help them settle quickly and to identify what support parents want for their children. The school on the site and out of school provision have strong partnerships to support children who attend both settings.

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

The manager ensures children are kept safe through the implementation of a range of regularly reviewed policies and procedures that promote their well-being. Staff are all trained in safeguarding and know how to protect children effectively. They know what to do if they have any concerns about a child's welfare and safety. The manager ensures that new members of staff are suitable by following safe recruitment guidance procedures and obtaining relevant checks. An induction process for all new staff supports them to understand their roles and responsibilities. Staff have regular supervisions to discuss children and identify any training needs to support their professional development. The manager organises regular staff meetings to provide in-house training for all staff. There is a training plan in place for the pre-school to develop the expertise of staff in delivering the Early Years Foundation Stage, through accessing specialist training, provided by the local authority and other providers. The manager evaluates the impact of training through monitoring all children's progress. She identifies which children are making good progress and where there are gaps in their learning and development. This helps her to ensure that most children are working at developmentally appropriate stages.

The manager has plans in place to address the identified actions and requirements from the previous inspection. Some areas for improvement have been addressed, for example, risk assessments for accessing the school playground and for the wooden blocks. The provider has sought advice and support about improving the management of children's behaviour and has implemented new behaviour strategies. However, staff sometimes do not follow a consistent approach with children, which means that not all children are well supported. The provider is monitoring the quality of teaching and some staff are effectively supporting children's learning and development, but this is not consistent across the pre-school. Consequently, the pre-school and out of school provision are not yet sufficiently ambitious about driving through improvements swiftly.

Staff have formed effective partnerships with parents. Parents spoken to on the day of the inspection said that their children are keen to attend and they value the friendly staff. They feel that staff keep them well informed of their children's experiences. Parents and children are consulted through discussions and questionnaires, to gain their views on the pre-school, which contribute to its continuous improvement. The pre-school and out of school provision have good links with the school on the same site. The pre-school children generally move on to the school and there are good opportunities for strong partnership working. There are also good links with the local children's centre, where the pre-school staff can access further guidance. The manager works with the local authority to help her continue to improve outcomes for all children.

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

Unique reference number	EY374255
Local authority	Kingston upon Hull
Inspection number	984535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	101
Name of provider	Butterflies Pre-School Ltd
Date of previous inspection	21/07/2014
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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