

Butterflies Pre-School

The Annexe Maple Cross JMI School, Denham Way, Maple Cross, Rickmansworth,
Hertfordshire, WD3 9SS



Inspection date

6 March 2015

Previous inspection date

24 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Safeguarding is a priority for all staff. They demonstrate a good knowledge and understanding of procedures to follow should they have concerns about a child. Robust security measures and risk assessments are in place to keep children safe.
- Links with the host school nursery are very well established. Shared profiles ensure children attending both settings benefit from a joined-up approach to meeting their needs. Children are therefore very well prepared for the transition between settings.
- Effective partnerships with parents and external agencies ensure that any concerns about a child's well-being or development are rapidly addressed. Consequently, appropriate interventions are established to enable all children to make good progress. This allows for good preparation for the next stage in learning or school.
- Staff have a good understanding of and are sensitive to the specific needs of different groups, such as boys. Planning for routines and activities reflects this and is effective in meeting all children's needs.
- Staff make extremely good use of the outdoor facilities to promote physical exercise and provide opportunities for children to explore and learn about the natural world. They make regular use of the school field, playground and allotment. The children delight in searching for worms in the muddy area of the garden.

It is not yet outstanding because:

- Resources, such as real objects, are not widely used to fully promote and enrich older children's pretend play and allow them to make connections with everyday experiences.
- Occasionally, staff do not allow children sufficient time to absorb new information and formulate questions and answers or to complete manageable tasks independently.

What the setting needs to do to improve further

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

- extend older children's opportunities to engage in rich imaginary play and to make connections with everyday life, by providing a range of real-life resources, tools and equipment
- maximise learning opportunities by consistently allowing children sufficient time to think about new concepts and to carry out tasks that will further develop their skills, such as, writing or making marks, to represent their names on artwork and pictures.

Inspection activities

- The inspector toured the premises and observed the quality of teaching in the playroom and the outdoor areas.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Lucy Sumner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is strong. Staff assess children's learning and development effectively, thereby making sure that they progress well over time. Staff know the children well and are able to plan activities based on their interests, which they know will enthuse and motivate them. For example, an area outside is set up as a pirate ship and children enjoy balancing along a piece of wood, as they walk the plank. Children eagerly participate in early phonics and writing activities. However, staff do not always allow children quite enough time to consolidate new ideas or carry out tasks of which they are independently capable. Consequently, learning opportunities are not always fully optimised. Children are curious and staff are skilful at harnessing this. For example, children listen and watch with great interest as a member of staff explains and demonstrates how dry, fine sand flows through a funnel whereas wet sand does not. Children have independent access to a good range of toys. However, there is scope to provide a greater variety of real-life resources to support older children's imaginary play and allow them to make connections with everyday experiences.

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

Children are self-assured, confident and demonstrate very strong attachments with adults and each other. Staff sensitively support them to play and learn in a stimulating environment, allowing them to develop their independence and ability to explore. Children receive excellent levels of support to help them manage their own behaviour and develop their self-control and self-regulation. Staff are extremely good role models. They play alongside the children, helping them understand how to share and play nicely. Co-operation between the children is extremely well developed. For instance, they work harmoniously to complete a floor puzzle, taking turns and helping each other when appropriate. Skilled staff encourage even the youngest children to develop an excellent understanding of how to manage their hygiene and personal needs. Staff place a high priority on developing the children's understanding of how to keep themselves and others safe from harm, when moving around the indoor space and using tools or equipment.

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

The manager and deputy manager have a good understanding of the requirements of the Early Years Foundation Stage. Robust arrangements are in place for the recruitment and induction of staff and all are vetted to ensure they are safe to care for children. The manager and small staff team work very closely and effectively together to continually reflect on ways to improve the quality of practice and the provision overall. They regularly implement changes to ensure children and parents are receiving a good quality service and that it is meeting all their needs. Ongoing monitoring and regular supervision meetings enable staff to identify their strengths and address any areas for improvement. They regularly access training that, together with their qualifications, ensures children benefit from a skilled team, who are up-to-date with current practice.

Setting details

Unique reference number	EY343058
Local authority	Hertfordshire
Inspection number	857271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	38
Name of provider	Karen Anne Kavrazoni
Date of previous inspection	24 February 2009
Telephone number	07737 917 241

Butterflies Pre-School was registered in 2006 and is privately owned. It operates from an annexe in the grounds of Maple Cross Primary School near Rickmansworth. The pre-school employs three members of childcare staff. Of these, two hold and one is currently working towards appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon on Mondays and Fridays and from 9am until 3pm on Tuesdays, Wednesdays and Thursdays. It has close links with Maple Cross Primary School nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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