

Little Butterflies Woodville Pre-school



Woodville Methodist Church, High Street, Woodville, Swadlincote, Derbyshire, DE11 7EA

Inspection date	18 March 2015
Previous inspection date	2 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Good	2
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

- Staff provide a wide range of stimulating and enjoyable activities, which successfully promote children's progress across all areas of learning. This means children are well prepared for the next stage in their learning.
- Staff make good use of effective teaching methods, in order to support and extend children's learning. As a result, children make good progress in relation to their starting points.
- Children form close relationships with staff and each other. They are happy and play cooperatively together. This helps them to feel secure.
- Staff fully implement robust policies and procedures to safeguard children. This means that the welfare of the children is well promoted.
- Staff have developed secure partnerships with parents. Children benefit from effective sharing of information about their ongoing development, which promotes continuity in learning.

It is not yet outstanding because:

- Staff do not always explore additional strategies to fully support communication and language development for children who speak English as an additional language.
- Staff do not always arrange the routine to ensure that younger children are fully supported to make the best possible use of their time at the pre-school.

What the setting needs to do to improve further

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

- make use of additional strategies, such as visual prompts and time tables, to further support the communication and language development for children with English as an additional language
- review the organisation of the daily routine, so that two-year-old children have better opportunities to develop the skills needed to concentrate and engage well activity.

Inspection activities

- The inspector observed the children as they played in the indoor and outdoor areas of the pre-school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the pre-school manager.
- The inspector looked at children's records, planning documentation, and a range of other documentation. This included policies and procedures and evidence of staff's qualifications and suitability checks.

Inspector

Elaine Tomlinson

Inspection findings

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

Staff create welcoming and interesting indoor and outdoor learning environments. Children participate in activities, which encourage their curiosity. For instance, they build dinosaurs with sticks in the garden. Staff effectively support children as they learn through skilful interventions. For example, they ask questions to encourage the children to think and solve problems, and make suggestions to develop children's play. In general, children become more confident communicators. Staff model the good use of language and use repetition and gestures to support the learning of new words and sounds. However, children who speak English as an additional language make slower progress in acquiring English. This is because they are not always as well supported to understand new words. Therefore, opportunities for learning are occasionally missed as they do not always know what is being asked of them.

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

The pre-school has a warm and cheerful atmosphere. Children are confident, happy and feel secure. Staff offer praise and encouragement for children's efforts, including when they help each other. This helps to build good self-esteem. Staff make good use of strategies to manage children's behaviour. Consequently, children know what is expected of them and learn how to play cooperatively. In general, staff organise the routine of the day to ensure that children have enough opportunity to explore the environment. However, staff frequently stop children's play by banging a tambourine to tell them what is happening next. This makes it harder for some two-year-old children to concentrate as their learning is sometimes interrupted. Children's good health is well promoted. For example they routinely wash their hands and are provided with nutritious drinks and snacks. Teachers are invited into the pre-school to meet with the children. Additionally, children participate in regular visits to the school. This helps to support the children with this transition.

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

Management have a good understanding of the safeguarding and welfare requirements. They ensure staff implement policies and safe working practices, which keeps children safe and healthy. For instance, staff attend regular updated safeguarding training, meaning they have a good understanding of how to keep children safe from harm. Since the last inspection, the manager has implemented the required improvements to enable the setting to move forwards. For example, she has developed effective methods to observe, assess and plan for individual children's continuing development. Additional strengths and weaknesses have been identified through secure self-evaluation. As a result, clear plans are in place to make changes that will benefit the children. The management team monitor staff performance through regular observations of practice. Opportunities for staff to attend training to extend their knowledge, understanding and skills are provided where possible. Consequently, staff are well trained and qualified.

Setting details

Unique reference number	EY343730
Local authority	Derbyshire
Inspection number	977345
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	32
Name of provider	Little Butterflies Woodville Pre-School Community Interest Company
Date of previous inspection	2 April 2014
Telephone number	07783647992

Little Butterflies Woodville Pre-school was registered in 1994. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 12noon. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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