

# Brinkworth Butterflies

Brinkworth Earl Danby's School (Lower), The Green, Dauntsey, Wiltshire, SN15 4HU



## Inspection date

1 October 2015

Previous inspection date

25 February 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently monitor children's progress in order to plan challenging activities that help them make good progress.
- The manager monitors staff practice but this is not robust to identify and address the inconsistencies in teaching. Therefore, the quality of teaching is not consistently good.
- Children are not often able to lead their own play and follow their own ideas. This limits their ability to explore and extend their own play and learning.
- Children have few opportunities to play outdoors, which limit their learning experiences.
- Parents are not always encouraged to be actively engaged in their children's learning.

### It has the following strengths

- Staff create a welcoming atmosphere at the pre-school which helps children settle quickly when they arrive.
- Children develop good personal and social skills that help them prepare for the move to school.
- Children's behaviour is good because staff take the time to teach children the rules.

## What the setting needs to do to improve further

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

#### Due Date

- |                                                                                                                                                                                                 |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ use observation and assessment to monitor children's progress and use the information gained to plan challenging activities that build on what children know and help them make good progress | 30/11/2015 |
| ■ ensure staff supervision provides support, coaching and training to improve the quality of teaching to a consistently good standard.                                                          | 30/11/2015 |

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

- improve opportunities for parents to be actively involved in their children's learning
- allow more time for children to lead their own play so that they can actively develop their own learning independently
- develop the outdoor area further to enhance learning experiences for children, particularly those who prefer to learn outdoors.

## Inspection activities

- The inspector observed children playing and learning, indoors and outdoors.
- The inspector spoke with children, parents and staff.
- The inspector carried out a joint observation with the manager.
- The inspector met with the nominated person and manager to discuss how the pre-school is managed.
- The inspector reviewed a range of relevant documentation, including staff files, children's records, policies and improvement planning.

## Inspector

Tracey Hicks

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Overall, staff have a suitable understanding of the requirements of the Early Years Foundation Stage. The manager is working closely with the Local Authority to identify areas for improvement but these are not fully implemented. Some monitoring of staff practice takes place, although it is not regular enough to have a positive impact on the quality of teaching and children's learning. Staff work with outside agencies to support children with additional needs. However, overall staff do not monitor children's progress consistently and although a new system has been set up, this has not been fully implemented. Safeguarding is effective. The manager ensures staff have a good understanding of how to protect children and keep them safe.

### **Quality of teaching, learning and assessment requires improvement**

Staff know the children well but are not always aware of what children can do or need to learn next. This means staff miss opportunities to extend children's learning. For example, staff often question children about colours and numbers, instead of building on the children's interests and abilities. Staff provide some activities with a good learning purpose, such as making bird feeders to help children learn about nature. However, spontaneous activities are limited as children have little time to explore for themselves without adult intervention. This limits opportunities for children to think for themselves during self-chosen play. The daily routine has an impact on children's learning as they do not always have enough time to finish tasks and expand on their own ideas.

### **Personal development, behaviour and welfare require improvement**

Children receive a lot of adult attention and form good relationships with staff. This promotes their emotional well-being. However, staff do not often allow children to explore independently so they can develop their own ideas through independent play. Staff promote children's understanding of safety, such as by reminding them to have walking feet in the hall and kind hands. This helps children learn to behave well towards others. Children are encouraged to complete some tasks for themselves, for example, they hand out the snacks. This helps children develop self-confidence and independence skills. Children enjoy developing their physical skills outdoors, but are not able to choose when they wish to play outdoors or access activities across the areas of learning.

### **Outcomes for children require improvement**

Children make steady progress and generally reach typical levels of development. However, children sometimes have insufficient challenge relevant to their age and stage of development to help them reach their full potential. Staff help ease the move to school for the children by, for example, joining the Reception Class for play time.

## Setting details

<b>Unique reference number</b>	EY334365
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	834767
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Brinkworth Butterflies Pre-School Committee
<b>Date of previous inspection</b>	25 February 2010
<b>Telephone number</b>	07814567960

Brinkworth Butterflies Pre-School opened in April 2006. The group is an extension of the pre-school setting that is based at Brinkworth Village Hall and operates one day a week from the main hall in Brinkworth Earl Danby's Lower School, Dauntsey, Wiltshire, for children between the ages of three and five years. The session runs between the hours of 9.15am and 1.15pm on a Thursday and offers a lunch club until 1pm, term time only. Staff who work with the children have appropriate early years qualifications and the supervisor holds an early years qualification at level 3. The pre-school receives funding for the provision of free early education for children aged three and four years.

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.

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