

Butterflies Pre-School & Priory Kids

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



Inspection date	12 November 2015
Previous inspection date	28 November 2014

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

Summary of key findings for parents

This provision is good

- Since the last inspection, management have driven rapid improvements as a result of their ambition and high expectation. Improvements to the quality of teaching, the learning environment, systems for managing behaviour and staff supervision and training have all contributed to raising the quality of children's care and learning.
- The management team carefully monitors tracking and assessments to ensure all children make good progress in their learning. They quickly identify children who may need additional support and assist the staff with planning for children's unique needs.
- Staff liaise effectively with external agencies and professionals to ensure that children and their families receive any additional support they need.
- Staff are deployed effectively in the provision, in order to support children's care practices and routines. Children settle in quickly and their physical and emotional well-being are met well.

It is not yet outstanding because:

- Strategies involving parents to provide information about what their children are able to do at home are not always successful. This means children do not always receive the best possible continuity in their learning.
- Occasionally, some staff working with the children are not fully aware of individual children's targets and specific next steps. This means some children do not always receive the specific, targeted support which is needed for them to make the very best possible progress.

What the setting needs to do to improve further

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

- continue to develop ways for parents to provide more detailed information about children's achievements at home, in order to provide the best possible continuity for their learning and development
- ensure that all staff working directly with children are aware of the children's specific targets and next steps to ensure they always benefit from the challenge and support needed to make excellent progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as the provision's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Estella Champion

Inspection findings

Effectiveness of the leadership and management is good

Well-qualified leaders have taken effective action to improve the provision since the last inspection. Arrangements for safeguarding children are effective. The manager includes the views of those who use the provision in her accurate self-evaluation and acts on advice given by the local authority. She has worked closely with the local authority to devise a comprehensive development plan. She has identified priorities for development and set some ambitious challenges, in order to continue to develop the provision even further. Staff appraisals and supervisions effectively identify the learning needs of individual staff members to improve the services offered to children and their families.

Quality of teaching, learning and assessment is good

Teaching has improved since the last inspection and is now strong. Parents report that they receive good communication regarding the progress their children make. Older children are given time to think and negotiate which helps them to explore their own ideas. Younger children enjoy exploratory play to develop their sensory development. Staff skilfully develop children's speaking skills by modelling language well and encouraging children to express their ideas. They consistently support children's mathematical, physical development, creativity and critical-thinking skills. Older children apply their learning well as they count, describe, predict, make connections in their learning and skilfully construct their own train using crates and household items. Staff sensitively join in with play and offer suggestions to extend children's learning even further. Links with the host school are strong. This supports continuity for children as they progress to the next stage of their education.

Personal development, behaviour and welfare are good

The way that the staff support children's behaviour is a strength of the provision. Staff have received additional training in this area since the last inspection. They are confident and consistently implement positive strategies, encouraging children to behave well, share and cooperate with others. This helps children to feel secure and enhances their self-esteem. Well-organised resources encourage children to be independent and help children to direct and plan their own play. For example, the way the environment is organised enables children to independently come inside to make train tickets to enhance their outdoor role play. This means children become confident and self-motivated learners. Children are provided with opportunities for play outdoors each day. They are given encouragement to try a healthy range of food from the meals provided. Staff skilfully encourage children to develop their independence. For instance, children are given time and encouragement as they learn to master skills, such as putting on their own shoes and cutting up their food. This ensures children gain the key personal skills needed as they develop.

Outcomes for children are good

All children progress well from their starting points. Disabled children and those with special educational needs make particularly good progress. Children are very well prepared for the next stage in their learning.

Setting details

Unique reference number	EY374255
Local authority	Kingston upon Hull
Inspection number	1029642
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	56
Number of children on roll	204
Name of provider	Butterflies Pre-School Ltd
Date of previous inspection	28 November 2014
Telephone number	01482 352233

Butterflies Pre-School & Priory Kids registered in 2002. It is situated within the grounds of Priory Primary School in Hull. The pre-school is open Monday to Friday during term time, from 9am until 3pm. 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. The provision employs 16 members of childcare staff. This includes the provider, who is also the manager. Of these, two hold appropriate early years qualifications at level 6 and have Early Years Professional status. 12 members of staff hold appropriate qualifications at level 3. The provision provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

