

Butterflies Pre-School

Cowley Recreation Ground, High Street, Cowley, UB8 2EA



Inspection date

16 September 2015

Previous inspection date

23 July 2014

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

- The quality of teaching is variable. Some staff are more skilled than others in supporting and extending learning as they talk and play with children.
- Information from observations and assessments of children's learning is not used consistently well when staff plan activities to ensure all children make good progress.
- The manager does not have an overview of the progress made by different groups of children. She is not able to check whether there are gaps in the learning of any specific group which need to be addressed.
- Staff demonstrate a good understanding of their responsibilities and the procedures to follow if they have concerns about a child. However, a few staff are less confident about how to put the pre-school's safeguarding policy into practice if there is an allegation about a member of staff.

It has the following strengths

- Children settle quickly because staff are caring and attentive to their needs. Key persons readily offer a cuddle or a hand to hold to provide reassurance when needed.
- Staff strongly encourage parents to be involved in their child's learning. They invite parents to contribute to regular, detailed assessments of their child's development.
- Children are developing a secure sense of belonging. They enjoy looking for photos of themselves in the visual displays. Staff support new children to remember the pre-school routines by providing regular reminders about what will happen next.
- Strong partnerships with other professional help to keep children safe and provide specialist support for children who need extra help with their learning.

What the setting needs to do to improve further

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

- extend the monitoring of staff practice to ensure additional support is well tailored to helping staff to develop their skills in extending children's learning, so that all teaching is consistently good or better
- ensure assessment information is used consistently well so that children's next steps in learning are identified promptly, and planning is well targeted to help children make the best progress possible
- monitor the progress made by specific groups of children so there is an overview of how well these groups are being supported compared with other groups and any identified gaps in their learning can be addressed quickly.

Inspection activities

- The inspector observed activities during the morning and afternoon sessions, indoors and outside.
- The inspector spoke with children and staff at appropriate times during the day.
- The inspector held a meeting with the manager, who is also one of the providers.
- The inspector took account of the views of parents spoken with during the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector reviewed a range of documentation including children's assessment records, evidence of staff's suitability and qualifications, the pre-school's parental questionnaire and a sample of policies and procedures including the safeguarding policy.

Inspector

Marian Pearson

Inspection findings

Effectiveness of the leadership and management requires improvement

The pre-school is on a journey of continuous improvement. The manager evaluates provision with increasing confidence. She is supporting staff to develop their practice so they engage more effectively with children during activities and manage behaviour in a positive way. Safeguarding arrangements are effective. Improved recruitment procedures, thorough induction for new staff and good attention to health and safety procedures help to keep children safe. Up-to-date training has raised staff's awareness of wider safeguarding issues, including recent changes in legislation. Although not all staff are sufficiently clear about the aspect of the policy relating to what do should there be a concern about staff, there is no evidence that that this puts children directly at risk. The progress and welfare of individual children are carefully monitored during supervision but there is no clear overview of the progress made by different groups of children to ensure provision effectively supports learning for all.

Quality of teaching, learning and assessment requires improvement

Some staff use activities based on children's interests confidently to extend their learning. For example, when children are interested in pouring sand, staff add water to half the tray and encourage children to explore the differences between dry and wet sand. At times, staff talk with children but do not say new words clearly for children to repeat or give them time to respond to questions to help develop their thinking and speaking skills. Some staff are confident to identify when children have reached their current targets for learning. They provide new challenges so children progress quickly. However, some focused activities do not provide the same level of challenge for all children taking part. This does not help every child to make good progress in their learning.

Personal development, behaviour and welfare require improvement

Staff support children's increasing independence well. They encourage children to try to put on their shoes, find their own name card on arrival and serve their own snacks. Some staff miss opportunities to promote healthy eating fully; for example, by encouraging children to try different foods. Children benefit from regular play in the well-resourced garden area. They learn how to take risks on outdoor equipment as staff demonstrate how to use it safely. Children are developing the skills they need for learning and later life. They behave well and play amicably alongside other children, with positive encouragement from staff. Most children listen attentively during group time and join in enthusiastically when their favourite songs are chosen. Children successfully learn to respect and celebrate each other's differences and home cultures. Links with local schools are progressing well so transitions are increasingly smooth when children leave pre-school.

Outcomes for children require improvement

Children make steady progress from their starting points but do not make the best progress possible because teaching is not consistently good. Personal, social and emotional development is fostered well. All children, including those who receive additional help and those who are learning English as an additional language, make good progress in this aspect of their development.

Setting details

Unique reference number	EY473239
Local authority	Hillingdon
Inspection number	1014340
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	22
Name of provider	Butterflies Pre-School Partnership
Date of previous inspection	23 July 2014
Telephone number	07960052850

Butterflies Pre-School registered in 2014 and is privately owned. It is registered on the Early Years Register. It operates from a community building in Cowley. The pre-school is open weekdays 8.30 - 11.30am and 11.50am – 2.50pm, during term time only. The nursery receives funding for the provision of early education for children aged two, three and four years. The nursery also receives Early Years Pupil Premium funding to support children attending the pre-school. Of the six staff currently employed to work with children, four hold a recognised childcare qualification. The pre-school supports children who speak English as an additional language and children who have special educational needs.

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