

Flutterbies Preschool

Albert Road Methodist Church, Albert Road, Hinckley, LE10 1PL



Inspection date

Previous inspection date

12 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff observe and assess children effectively, and provide activities and support that help children to make good progress.
- Leadership and management systems for monitoring the quality of the provision are very good. The provider, manager and staff review the provision and demonstrate a strong commitment to ensuring sustained improvement.
- Partnerships with parents are strong. Parents share positive views about the provision and say that communication between themselves and staff is very good. As part of self-evaluation procedures, the manager seeks feedback from parents verbally and through a questionnaire.
- Staff are fully aware of their roles and responsibilities in protecting children from harm. Their knowledge of the signs and symptoms of abuse and neglect is very good.
- Staff support children's thinking and speaking skills effectively while engaging in conversation with them.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are very good.
- Staff support children's literacy development effectively. Children enjoy taking part in a good variety of mark-making activities, and older children are able to write their names.

It is not yet outstanding because:

- Children's understanding of healthy eating is not fully promoted by staff. They do not consistently support children in recognising the foods that contribute best towards their good health.
- Staff are not consistent in enabling children to complete some simple tasks for themselves.

What the setting needs to do to improve further

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

- strengthen children's understanding of how healthy eating contributes to their ongoing good health
- support children more consistently in completing simple tasks for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed joint observations with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and necessary suitability checks for staff have been completed. Recruitment, selection and induction procedures are thorough. Staff are aware of the local referral procedures to follow if they are concerned about a child. The manager uses her knowledge and experience well to monitor the effectiveness of teaching and learning. She ensures that staff keep their knowledge of early years issues up to date. As part of procedures to review and improve the provision, the provider and manager access early years information online and receive updates by email from local authority representatives. The provider shares information with staff that she gains by attending provider network meetings.

Quality of teaching, learning and assessment is good

Staff use their knowledge and skills to ensure that children are challenged effectively to reach the next stage in their development. They use their observations and assessments, and information from parents to ensure that children make good progress. Children confidently make decisions about their play and move freely between indoor and outdoor space. They are supported well by staff to develop speaking skills and gain confidence to express themselves in a group. Children make marks in different ways, for example, some children dip large brushes into water and pretend to paint the fence. Some children dip toy sweeping brushes into the water and staff support them in finding out what marks they can make by shaking the brushes towards a wall. Children enjoy painting. They spontaneously repeat past experiences, for example, as they use their good manipulative skills to fold their paintings in half, in order to create a butterfly print.

Personal development, behaviour and welfare are good

Children are happy and settled. Their emotional security is initially addressed with a good settling-in procedure that is agreed with parents. Children play in a welcoming environment and confidently make decisions about their play. They are physically active in the outdoor area each day and they learn to control their bodies while they enjoy moving to music. Children understand and adopt good hygiene practices. They behave well. Their self-esteem benefits from positive reinforcement as the major strategy for managing behaviour. Children learn to share and take turns. They gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and beliefs.

Outcomes for children are good

Children develop good skills in readiness for the move on to school. Their learning builds well on what they already know and can do. Children are safe, secure and happy. They play cooperatively with their friends. Older children make small marks with pencil crayons and pretend to write. Some are able to write their names and they are learning to link sounds with letters. Children share their views when asked questions at story times. Some choose to select books independently, find a comfortable place to sit alone and retell a story while looking at the pictures.

Setting details

Unique reference number	EY494998
Local authority	Leicestershire
Inspection number	1030365
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	29
Name of registered person	Orchard End Nursery Ltd
Registered person unique reference number	RP534995
Date of previous inspection	Not applicable
Telephone number	01455615455

Flutterbies Preschool was registered in 2015 and operates from a church hall in Hinckley, Leicestershire. It employs six members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to 5. The setting opens on Monday, Wednesday and Friday from 9am to 3pm and on Thursday from 9am to midday. It provides funded early education for two-, 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.

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