

# Burton Green Butterflies Pre-School

Burton Green Primary School, Burton Green, York, YO30 6JE



## Inspection date

19 September 2016

Previous inspection date

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

- Teaching is consistently strong, with some outstanding elements. Staff use their in-depth knowledge of children to plan purposeful activities that help them to gain skills in readiness for future learning.
- Staff have created a welcoming and friendly environment. Children have strong bonds with staff and are clearly happy and settled.
- Staff place a strong emphasis on supporting children to develop language and communication skills. They help children to practise making different mouth movements and encourage them to repeat words back to them. This helps children to develop speech and supports children who speak English as an additional language.
- Partnerships with parents are exemplary. Staff use highly successfully information-sharing practices to gain a deeper understanding of individual children's needs. They suggest ways that parents can complement children's learning at home and promote a shared approach to their care and learning.
- Links with the host school and other early year's professionals are excellent. Staff carefully plan transition arrangements to ensure that children's emotional needs are met and that moves onto the adjacent school nursery are seamless.

### It is not yet outstanding because:

- Some elements of the routine are less thoughtfully planned to avoid disruptions to children's play and learning.
- Staff do not focus well enough on supporting children to gain awareness of different people, cultures and communities beyond their own.

## What the setting needs to do to improve further

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

- review daily routines and consider ways to minimise disruptions to children's play and learning
- provide even more opportunities for children to learn about different people, cultures and communities outside their own.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is led by an ambitious and well-qualified manager, who is committed to maintaining high standards. Staff work closely as a team and regularly review and reflect on practice, in order to drive continued improvement. They gather feedback from parents, children and other professionals and use this to inform their self-evaluation processes. This helps to ensure that planned developments meet the needs of children and their families. Staff are trained and supervised well. They engage in a good range of professional development activities that help them to improve their knowledge, skills and practice. The arrangements for safeguarding are effective. Staff are alert to the possible signs of abuse and neglect and know how to raise concerns about children's welfare. Safety is given high priority and staff complete daily safety checks and risk assessments to ensure the environment is safe for children to use.

### Quality of teaching, learning and assessment is good

Staff use precise observation and assessment to plan for children's ongoing learning. They gather information from parents about what children can already do and know, and use this to inform their planning. The manager uses meticulous tracking systems to monitor the progress of different groups of children. She carefully scrutinises the data and uses her findings to plan timely interventions and close any gaps in children's learning. Staff are skilful and interact well. They help children to count and identify shapes to promote their mathematical skills. Children enjoy making marks, drawing and painting on a large scale. They carefully climb ramps and learn to negotiate steps safely, using the outdoor apparatus. This helps to promote children's physical skills. Children pretend to have a tea party and use their imaginations well to represent real-life experiences in their play. They receive sensitive support from staff, who model imaginative play and guide and extend their learning.

### Personal development, behaviour and welfare are good

The key-person system is effective and children settle quickly, which supports their well-being. Children benefit from stimulating and well-planned indoor and outdoor learning environments. They have the freedom to choose where they want to play, which supports those children who prefer to learn outdoors particularly well. Staff provide nutritious snacks and help children to follow good hygiene routines. They provide lots praise and reward good behaviour. Staff are positive role-models and communicate clear behavioural expectations. As a result, children know what is expected of them and behave well.

### Outcomes for children are good

All children make good progress, including those who receive funding. Staff work closely with other agencies to ensure that children receive additional support if needed. Children are developing key skills in readiness for later moves to school. They are confident and are becoming increasingly independent. Children play cooperatively alongside each other and are developing good social skills. They confidently climb apparatus and manage age-appropriate risks safely. Children are beginning to hear and say initial letter sounds and know the days of the week.

## Setting details

<b>Unique reference number</b>	EY482522
<b>Local authority</b>	York
<b>Inspection number</b>	994576
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Burton Green Butterflies Pre-School Committee
<b>Registered person unique reference number</b>	RP905214
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01904551024

Burton Green Butterflies Pre-School was registered in 2014. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The setting opens from Monday to Friday during term time. Sessions are from 8.30am to 11.30am and 12.30am to 3.30pm. A lunch club operates from 11.30 for 12.30 for children who stay all day. The setting provides funded early education for two -year-old children and supports children who speak English as an additional language.

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