

# Butterflies Preschool

Rothesay Road, Heysham, MORECAMBE, Lancashire, LA3 2UP



<b>Inspection date</b>	14 October 2016
Previous inspection date	22 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The quality of teaching is consistently strong. Staff are highly qualified and demonstrate an excellent understanding of how children learn. They use a wide range of teaching techniques to support, challenge and motivate children. Children make good progress in their learning.
- The leadership and management of the pre-school are strong. The manager shows a strong drive and is committed to providing high-quality care and education for children. The staff team shares this vision and shows a strong commitment to their roles. Self-evaluation is effective in supporting the continual improvement of the pre-school.
- The manager demonstrates high expectations of the staff team and provides effective systems of support and performance management. The manager knows staff very well and provides targeted opportunities for professional development.
- Children behave particularly well and display impeccable manners. Staff encourage children to play alongside one another and to show an interest in the ideas of others. Children develop wonderful friendships and play cooperatively with both their older and younger peers.
- Children are happy and enjoy their time at pre-school. The well established key-person systems help children form secure attachments, promoting their well-being and their confidence to explore.

### It is not yet outstanding because:

- Staff do not always gather a wide range of detailed information from parents when children first attend, with regards to children's developmental progress at home.

## What the setting needs to do to improve further

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

- enhance partnerships with parents and promote more-direct information sharing to provide even greater detail of children's developmental stages when they first attend.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have an excellent awareness of how to keep children safe from harm and ensure their welfare. Staff receive regular training to further support them in their role. Detailed risk assessments are successful in identifying and reducing potential hazards. An accurate log of accidents is monitored to inform further risk assessments. The manager monitors children's progress well. She collates information relating to children's progress and monitors staff assessments regularly. This helps to ensure emerging gaps in learning are swiftly identified and addressed. There are good links with local schools and other professionals to help provide continuity in children's learning and care. Staff share with parents information regarding children's progress and support parents in continuing learning at home.

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

The atmosphere within the pre-school is calm and purposeful. Children show high levels of engagement during their play and benefit from the effective balance of adult-led and child-initiated play. Staff show they have high expectations of children, helping them to become motivated and keen learners. All staff show a firm understanding of how children learn. Outside children enjoy building towers with large-scale construction bricks. A member of staff supports children's learning effectively as she demonstrates mathematical language well and challenges children to use their problem-solving skills. They discuss how tall they think the tower is and make predictions. The member of staff helps children test their ideas as she suggests they measure themselves against their tower. Children have great fun taking turns to count how many bricks their friends measure. Staff regularly assess children's development, through good quality observations and plan for their next steps in learning.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. The learning environment, both inside and out, is stimulating, well presented and carefully planned to encourage children's interest and motivation. Children have wonderful opportunities to learn about keeping themselves safe and the importance of healthy lifestyles. For example, children enjoy group sessions where they explore a range of safety related issues, such as road safety, with use of role play and props. Children enjoy visits from the local lifeboat rescue and paramedic team. Children gain a unique insight into how our bodies work as they use the heart rate monitors and learn about keeping healthy.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They are confident communicators and use a wide vocabulary. They use technology confidently and show good emerging literacy skills. Children celebrate each others' differences as they develop an understanding of diversity beyond their own family. Children are critical thinkers and are confident to explore. They are well prepared for their next stage in learning, including the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY446653
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1060209
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Hazel Susan Hough
<b>Registered person unique reference number</b>	RP906365
<b>Date of previous inspection</b>	22 October 2012
<b>Telephone number</b>	01524 859759

Butterflies Preschool is privately owned and has been registered since 2012. It is open from Monday to Friday, all year round. Sessions run from 8am to midday and 1pm to 5pm, with an optional lunch club from midday to 1pm. Children can also stay all day. The pre-school receives funding for children aged three and four years. In total, 10 staff members work with children, all of whom hold relevant early years qualifications. The manager holds a qualification at level 6 and a post graduate diploma in special educational needs and holds early years professional status.

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