

Butterflies Pre-School

The Annexe Maple Cross JMI School, Denham Way, Maple Cross, Rickmansworth, Hertfordshire, WD3 9SS



Inspection date

23 June 2017

Previous inspection date

6 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are extremely welcoming and skilfully tailor practice to the diverse needs of children. They build outstanding partnerships with parents to ensure that children are comfortable at all times. All children are settled, happy and build extremely strong bonds with staff and their peers. Their well-being is staff's utmost priority.
- Children have exceptional outdoor experiences and enjoy plenty of exercise and fresh air. They freely run in the fields, chasing and counting bubbles. They play hide-and-seek and learn to roll hula-hoops. Staff expertly extend children's interest in pets and engage in role play with them, building pretend kennels in the garden. Children learn with interest.
- Staff carry out thorough assessments of children's skills and plan a range of activities to promote their next steps in learning. They have a secure understanding of children's needs and promote these very well. Children make good progress.
- Teaching is strong and activities are very interesting. For example, staff use glitter as pretend germs to show children how germs spread, then teach children how to wash their hands thoroughly.
- Staff supervise children with great attention and risk assess play areas to ensure their safety. Children have excellent opportunities to learn about personal safety during play.

It is not yet outstanding because:

- The manager does not monitor staff's teaching closely enough to focus professional development opportunities precisely on raising the quality of practice even further.

What the setting needs to do to improve further

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

- extend the existing procedures for monitoring the quality of staff's teaching practice to help raise standards to an even higher level.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations of activities with the pre-school manager.
- The inspector held meetings with the pre-school manager. She looked at evidence of staff's suitability, qualifications and training. The inspector and the pre-school manager discussed the self-evaluation process.
- The inspector spoke with a selection of parents and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular training on child protection and have a secure understanding of possible signs of abuse. They know the steps to take to protect children and themselves. Staff effectively work with parents and outside professionals to support children. They skilfully invest additional funding to support children's individual needs. The manager engages staff and parents in reflecting on the services provided for children. They work together to continuously improve the care practices. Qualified staff are very secure in their roles and knowledge. They provide children with good-quality education. Children are safe and progress well in their learning and development.

Quality of teaching, learning and assessment is good

Staff promote all areas of learning well in play opportunities for children. They plan for children's learning and skilfully extend their interests. Children play in the home role-play area and take their play outside to the mud kitchen. Staff teach them mathematical concepts as they use soil, water, leaves and twigs to pretend to cook. Children fully benefit from the good balance of adult-led and child-led play. Staff teach them to ride bicycles and scooters. Children enjoy racing each other and trying to hold hands as they move around the garden on ride-on toys. Staff ensure that children have plenty of resources available to extend their learning. Children learn about African fruits through a story and then they touch, taste and learn to describe the real fruit presented to them.

Personal development, behaviour and welfare are outstanding

Staff are inspirational role models for children. They are extremely kind and attentive towards them. Children fully understand what is expected of them and play in harmony. They behave exceptionally well. Children show a strong sense of belonging at pre-school. Staff expertly engage parents in promoting their backgrounds and culture at the pre-school in activities for children, who have excellent opportunities to learn about their community. Children are extremely social and well mannered and develop skills for life. They are impressively independent, eager to help staff and to manage their own needs. Children enjoy healthy snacks and learn the importance of leading healthy lifestyles.

Outcomes for children are good

Children benefit from the staff's and manager's close monitoring of their progress. They access activities, learn with interest and communicate well. Those who speak English as an additional language use their home language in play and swiftly learn English. All children, including those who have special educational needs, make good progress. They are well challenged and activities are expertly adapted to their needs. Children play imaginatively. They dress up and pretend to be hairdressers. They enjoy daily reading and singing and learn literacy skills. Children are effectively supported to be ready to start school.

Setting details

Unique reference number	EY343058
Local authority	Hertfordshire
Inspection number	1092888
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of registered person	Karen Anne Kavrazoni
Registered person unique reference number	RP514776
Date of previous inspection	6 March 2015
Telephone number	07737 917 241

Butterflies Pre-School registered in 2006. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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