

# Butterfly Pre-School

Harvey Memorial Hall, George Green Road, George Green, Slough, SL3 6BJ



<b>Inspection date</b>	22 January 2018
Previous inspection date	4 July 2014

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The co-managers work as a very efficient, professional and caring team. For example, they extend a very warm welcome to all families and ensure the pre-school is an integral part of the local community. Children's welfare and well-being are absolutely central to everything their staff do.
- Staff work well with educational researchers. This enables children to gain a deeper understanding of how their bodies work, keeping healthy and caring for their teeth.
- Well-qualified, experienced staff make accurate assessments of children's achievements and progress. They identify and target areas where children need more help, to ensure that every child makes very good progress in their social, linguistic and physical development.
- Staff excel in nurturing very young children to high levels of self-confidence and respect for each other. For instance, young children resolve minor disagreements through listening to each other and agreeing a fair solution. Older children confidently talk through their plans for activities and how they are inspired to improve them.
- All children receive good support for the next phase in their learning. For example, they make rapid progress in the self-help skills needed for greater independence at school.

### It is not yet outstanding because:

- Professional development for staff does not focus as sharply as it could to raise the quality of teaching even further, to help children make the most rapid progress possible.

## What the setting needs to do to improve further

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

- extend opportunities for professional development to raise the quality of teaching to consistently high levels across all aspects of children's learning.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the co-managers.
- The inspector observed care routines and completed a joint observation with one of the co-managers. Together they discussed how staff training has contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

The co-managers are always looking for ways of improving the services they offer. They develop good partnerships with parents and other professionals, and identify ways to support children well during times of change, hardship and challenge, for example. The managers are currently improving how they monitor children's progress more precisely to help them raise educational outcomes for children to even higher levels. Safeguarding is effective. The managers use their strong professional network to keep themselves and their staff well informed of new guidance in all areas of safeguarding and welfare. They prepare and share clear policies and procedures with parents. The managers check that staff know how to recognise and respond appropriately to any child protection concerns.

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

Skilled and experienced staff know the interests, needs and achievements of every child in their care. They create many different opportunities for children to explore and practise new ideas and concepts. For example, attracted by a painting activity with dinosaurs, children count footsteps and learn new words to describe specific textures. Staff help children to make links with their own experiences and children imagine they are bathing a poorly dinosaur in calamine lotion. Staff show they value children's thoughts and creativity. They are sensitive and responsive to the views children share and swiftly develop discussions to promote new levels of understanding and learning.

### Personal development, behaviour and welfare are outstanding

Staff work exceptionally well with parents to understand and support children's personal and emotional needs. For example, two-year-olds turn to staff for reassurance, to share an achievement, or accept a cuddle as they wake from a nap. Children who are learning English as an additional language quickly settle in, explore and begin to make new friends. Staff link children's home and new languages exceptionally well, helping them to rapidly gain confidence and flourish in new environments. Staff very expertly promote children's social skills as they play together. For instance, they model the words young children need to express their feelings. They help older children very well to enjoy taking increasing levels of responsibility for their behaviour, their environment and their role in the community.

### Outcomes for children are good

Children represent the diverse and close community where they live and they all quickly learn that everyone is equally valued and individually special. They learn how to work as a team and are self-assured enough to pursue their own interests and persist with their investigations. Children enjoy taking part in physical exercise in the fresh air, such as moving balls across a parachute. They listen well to instructions, work as a team and agree tactics. They use mathematical language to clearly describe position and direction.

## Setting details

<b>Unique reference number</b>	EY414194
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1071310
<b>Type of provision</b>	Sessional 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>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Butterfly Pre-School Limited
<b>Registered person unique reference number</b>	RP529982
<b>Date of previous inspection</b>	4 July 2014
<b>Telephone number</b>	07775814340

Butterfly Pre-School originally opened in 1992 and re-registered in 2010. It operates from Harvey Memorial Hall in George Green, Slough. The pre-school is open each weekday during school term times from 9.15am to 3.15pm. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school employs seven staff. Of whom, six hold appropriate early years qualifications at level 3 and one at level 2.

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