

# Butterflies Pre-School & Priory Kids

Priory Primary School, Priory Road, HULL, HU5 5RU



<b>Inspection date</b>	17 July 2018
Previous inspection date	12 November 2015

<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 experienced manager provides strong leadership and sets clear priorities for the pre-school's future development. She is fully supported by friendly, ambitious and well-qualified staff.
- Staff accurately assess children's starting points and their ongoing achievement. They use the information effectively to ensure all groups make good progress in their learning. Children are well prepared for the next stage in their development, including readiness to start school.
- Staff help children to be well behaved and considerate towards others. They work well with other professionals to provide additional support if it is needed.
- Staff plan motivating activities to stimulate children's imagination and inquisitiveness. For example, they provide different textures of mud and sand for children to mix and mould to create their buns and cakes.
- Parents welcome the regular information they receive on children's daily routines and progress. They also appreciate the guidance they receive to help them support their children's development at home.

### It is not yet outstanding because:

- Staff do not fully reinforce the development of children's mathematical vocabulary and understanding.
- Management do not strongly draw on the views of children to contribute to the continuous development of provision.

## What the setting needs to do to improve further

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

- strengthen the promotion of children's mathematical vocabulary and understanding throughout their activities
- strengthen procedures to involve children in the continuous improvement of provision.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children.
- The inspector completed joint observations with the manager.
- The inspector spoke to children and staff.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence for the suitability of staff.
- The inspector spoke to parents and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are robust procedures to check staff are suitable to work with children. Staff are trained in child protection and their knowledge is robust and up to date. Staff conduct regular and thorough risk assessments to ensure children play in a safe environment. The manager consults closely with staff and parents to evaluate the pre-school's effectiveness and develop action plans for improvement. There are good procedures to improve staff's performance. The manager makes positive use of training opportunities to improve, for example, the effectiveness of assessments and planning and support for children with communication and language difficulties.

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

Staff promote children's listening and communication development well, including good support for those children who speak English as an additional language. For example, staff help to strengthen children's vocabulary and sentence structure through skilful questioning and participation in their role play. Children are constantly engaged by the many songs, rhymes and stories that staff offer throughout the day. Staff make good use of any additional funding children receive to, for example, access training and support to address any identified gaps in learning and boost their achievement. Staff encourage children to develop their thinking and problem-solving skills. For example, children make decisions about how to construct their home to avoid the threat of the big, bad wolf in a game based on a popular tale.

### Personal development, behaviour and welfare are good

Staff are positive role models. They make effective use of praise and encouragement to help children recognise their strengths and support them to overcome difficulties, such as a lack of self-confidence. They provide strong and successful support to children who find it difficult to manage their own behaviour. Staff help children to understand the importance of sharing and taking turns. Staff positively promote children's awareness of healthy lifestyles and good hygiene procedures. For example, children learn to clean and care for their teeth. Staff help children to understand how to keep themselves safe from harm and to manage risks. For example, they involve children in projects on road safety and safe play.

### Outcomes for children are good

Children count in sequence when they play games, such as What Time is it Mr. Wolf? Children develop their communication and early language skills well. Their early reading and writing skills are promoted strongly. Children learn to follow instructions and engage in regular routines, such as registration and tidying, and counting games. Older children make good progress in recognising the sounds that different letters represent and identify them in their own names.

## Setting details

<b>Unique reference number</b>	EY374255
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1141343
<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 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Butterflies Pre-School Ltd
<b>Registered person unique reference number</b>	RP528067
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	07734 107233

Butterflies Pre-School & Priory Kids registered in 2002. The pre-school is open Monday to Friday during term time, from 9am until 3pm. The provision also provides a before- and after-school club which operates, Monday to Friday from 7.30am to 9am and 3pm until 6pm during term time, and in the holiday period from 7.30am until 6pm. The provision employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or higher, including eight at level 3 and two at level 6 with early years professional status. The provision provides funded early education for three- and four-year-old children.

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