

Butterflies Early Years Centre

Polhearne Way, Brixham, Devon TQ5 0EE



Inspection date

10 September 2018

Previous inspection date

2 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Managers take positive steps to improve the quality of teaching. For example, staff promote children's communication development, using strategies for listening to children and building their vocabulary.
- Staff develop warm relationships with children. Children are supported to build confidence and an enjoyment for learning. Staff support children to transition into the setting well by promoting their emotional security.
- Partnerships with parents are positive. Staff seek parents' views, respond to them and share good information about children's learning.
- Staff effectively track children from their starting points, supporting them to make good progress in readiness for school.

It is not yet outstanding because:

- Management's supervision of staff is more focused on developing their teaching skills and less targeted on maintaining staff's knowledge of the setting's policies and procedures.
- Staff do not consistently ensure that children have opportunities to learn about cultures and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- improve staff's professional development opportunities to ensure all staff maintain a full understanding of the setting's policies and procedures
- develop further opportunities for children to learn about cultures and communities beyond their immediate experience.

Inspection activities

- The inspector observed a range of teaching and learning opportunities indoors and outdoors.
- The inspector carried out a joint observation of an activity with the manager to evaluate the quality of teaching.
- The inspector spoke to staff, children and parents, to take account of their views.
- The inspector sampled a range of documents, including policies, observation and tracking records and evidence of staff's suitability checks.
- The inspector held meetings with the nominated individual and manager.

Inspector

Stephanie Wright

Inspection findings

Effectiveness of leadership and management is good

Relationships between staff are positive, and staff work closely together as a team. They seek effective strategies to support all children to make good progress, such as attending training to develop children's communication skills. Safeguarding is effective. Staff are aware of how to keep children safe and understand the procedures to follow if they have any concerns about a child in their care. Staff engage well with parents and support them in continuing their children's learning at home, especially for those who may need support from other professionals. Staff and managers evaluate the quality of the provision well, taking into account the views of parents. They identify areas for development to benefit the children, such as improving the outdoor area.

Quality of teaching, learning and assessment is good

Staff know the children well. They engage well with children at their level and support children's communication skills effectively, such as naming and describing fruit. They effectively help children to develop mathematical language, for example, by using vocabulary linked to size during snack time. Staff support children's development in literacy. They encourage children to enjoy books and stories, and they read to them regularly during the day. Staff have developed the outdoor learning environment to offer a range of ways for children to play. For example, children dig in the sandpit, play with water and care for the herbs they are growing.

Personal development, behaviour and welfare are good

Staff build positive relationships with children and their parents. Key persons are warm and caring, which supports children to feel welcomed and settled. Staff encourage and support children's social development. They praise positive behaviour, encourage children to participate and make choices, and support children to learn together and be independent. Staff support children's growing understanding about keeping healthy. For example, children grow herbs and tomatoes and are provided with fresh fruit for snack. Children play safely with tools and equipment, and staff support them to learn about keeping themselves safe while using resources indoors and outdoors.

Outcomes for children are good

Children settle well. Staff quickly assess children's starting points and identify areas for development. Children are well prepared for their next stage in learning as they learn to play and socialise together, become interested in literacy and build their communication skills. Staff identify children's next steps in learning so that children make good progress and develop the characteristics of effective learning.

Setting details

Unique reference number	EY338910
Local authority	Torbay
Inspection number	10069843
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	16
Number of children on roll	11
Name of registered person	Butterflies Early Years Centre Committee
Registered person unique reference number	RP526421
Date of previous inspection	2 October 2014
Telephone number	07977 359030

Butterflies Early Years Centre registered in 2006. It occupies premises within St Margaret Clitherow Roman Catholic Primary School, in Brixham. The centre is open Monday to Friday from 9am to 3pm during term time. It receives nursery education funding for two-, three- and four-year-old children. The setting is managed by a committee of parents, school staff and governors, which employs four staff who all have early years qualifications.

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