

Mereway Butterfly Preschool

Winchester Road, Northampton NN4 8AZ



Inspection date	19 October 2018
Previous inspection date	9 November 2015

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

- The manager and staff team are passionate about promoting the best possible outcomes for all children. They work in partnership with parents and outside agencies to ensure that children receive the individual support they need to progress in their learning.
- Staff support children's speech and language development well. They commentate on children's play and use a wide vocabulary to extend and build on children's communication skills.
- Staff promote healthy lifestyles. Children benefit from plenty of opportunities to experience fresh air and explore the highly stimulating and exciting outdoor area, which has been designed carefully to maximise children's learning opportunities.
- The manager recognises the importance of continually reflecting on the service they provide and further developing practice. She seeks the views of parents, children and staff to effectively support this process.

It is not yet outstanding because:

- Occasionally, staff do not consider the impact that some group activities have on the learning of the younger children.
- Sometimes, children's next steps in learning are not identified precisely enough to help them make the best possible progress.
- The monitoring of staff's practice does not exactly identify what individual staff need to do to raise the quality of their teaching to a higher level.

What the setting needs to do to improve further

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

- enhance the planning of group activities to more effectively support the learning experiences of the younger children
- strengthen assessments and focus more precisely on identifying children's specific next steps in learning to help them make the best possible progress
- build on the systems already in place for monitoring staff's practice and focus more specifically on raising the quality of teaching to the highest 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 and completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff undertake regular training and their competency is tested in team meetings to ensure their knowledge is up to date. Staff have a good understanding of their role and responsibility to safeguard and protect children from harm. They are aware of the possible indicators of abuse and know the procedure to follow to report any concerns. Staff recruitment and induction procedures are robust and their ongoing suitability regularly checked. Managers analyse the achievements made by different groups of children. This includes children who need extra support and those children who speak English as an additional language. Timely interventions and additional government funding is used well to provide children with the support they need to achieve the best possible outcomes.

Quality of teaching, learning and assessment is good

Staff plan effectively for the indoor and outdoor environments. They use effective teaching strategies, particularly with the older children. Staff routinely support children's mathematical skills. They encourage children to count the number of blocks they use when building towers. They extend children's learning, for example, they ask them to compare which tower is the tallest and which is smallest. Children show a keen interest in mark making and experiment using a range of tools and resources. Older children demonstrate good literacy skills. For example, they recognise their written names and are beginning to formulate some recognisable letters and identify their corresponding sounds.

Personal development, behaviour and welfare are good

Children settle quickly and form secure attachments with the staff. Partnerships with parents are well established and staff value their contributions to support children's ongoing progress. Parents comment that they feel involved in their children's learning. Staff successfully promote children's good behaviour and positive self-esteem. They provide children with lots of praise and encouragement in recognition of their efforts. Children use their manners routinely, and staff support them to share and take turns in their play. Staff teach children about keeping themselves safe and support them to manage some risks within their play. For example, children know not to run down the ramp as they may trip and fall. They understand not to throw sand as it could go into someone's eye and hurt them. Children follow good hygiene practices and their independence is supported as they begin to take increasing control over their own self-care routines.

Outcomes for children are good

All children make good progress from their individual starting points. This includes children who have special educational needs and/or disabilities and children who are learning English as an additional language. Children are active learners who enjoy leading their own play. They develop good social skills and interact well together. Children show a keen interest in books and enjoy listening to stories. Children are well prepared for their next stage in learning and develop key skills that will support them when they move on to school.

Setting details

Unique reference number	EY424086
Local authority	Northamptonshire
Inspection number	10071764
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 - 11
Total number of places	32
Number of children on roll	30
Name of registered person	Mereway Butterfly Pre School Ltd
Registered person unique reference number	RP905800
Date of previous inspection	9 November 2015
Telephone number	01604766323

Mereway Butterfly Preschool Ltd registered in 2011. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one member of staff holds a level 6 qualification. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. There is also a before- and after-school club for children attending the adjoining school and this operates from 8am until 8.40am and 3pm until 5.50pm.

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