

Butterflies Early Years Centre

Polhearne Way, Brixham, Devon TQ5 0EE



Inspection date

Previous inspection date

1 April 2019

10 September 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is variable. Younger children do not always receive the same good-quality learning experiences and interactions as older children. As a result, they do not always make good progress in their learning.
- Staff do not record children's starting points, make accurate assessments of children's progress or identify ambitious next steps to support children's learning.
- Staff do not complete the required progress check for children aged between two and three years.
- There is no supervision system in place to support staff and the manager.
- Staff do not always work in partnership with other settings that children attend to support their care, learning and development.
- The manager and committee have not developed effective systems to monitor the setting and identify any weaknesses. Weak practice is not addressed quickly to improve outcomes for children.

It has the following strengths

- Children are happy and settled. They have close relationships with staff and enjoy their time at the setting.
- Staff establish strong partnerships with parents and other professionals. Parents are kept well informed through daily verbal communication.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the teaching skills of staff to ensure younger children have better opportunities to engage in purposeful play and make good progress in their learning	03/05/2019
ensure that staff use assessment effectively to record children's starting points, identify where children are in their learning, and then use the information to tailor activities and teaching to meet children's individual learning needs	03/05/2019
ensure all parents are provided with a short written summary of their child's progress in the prime areas between the ages of two and three years	03/05/2019
develop a robust system for managing staff and the manager's performance, to provide effective supervision, support and coaching to help all staff and the manager raise the quality of their practice.	03/05/2019

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

- develop partnerships with all other settings children attend to support their care, learning and development
- make effective use of self-evaluation to identify and address any weaknesses in practice quickly.

Inspection activities

- The inspector observed staff and children inside and outside.
- The inspector spoke with staff, the manager and chair of the committee.
- The inspector sampled documentation, including policies, children's records and staff records.
- The inspector spoke to some parents and reviewed written feedback to gain their views of the nursery.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and committee do not review the setting to monitor the quality of teaching to improve outcomes for children. For example, they are not monitoring children's assessment records, including for different groups of children, to ensure all children make good progress. There are no systems in place for focused support and coaching for staff and the manager. As a result, teaching practice does not have a consistently good impact on children's learning and experiences, particularly for younger children. The arrangements for safeguarding are effective. Staff have completed recent safeguarding training and are fully aware of their responsibilities in reporting concerns for children's welfare, or if they are concerned about the conduct of a colleague.

Quality of teaching, learning and assessment requires improvement

Staff do not complete regular observations and assessments of children's learning, including recording children's starting points. As a result, children's next steps are not tailored to their individual learning needs to help them make good progress. In addition, staff do not complete the required progress check for children aged between two and three years. At times, staff engage in meaningful conversations with older children. For example, they talk about when a baby lamb visited the setting, and they encourage children to tell them about pictures they have made. However, younger children do not always receive the same good-quality interactions. Although staff work closely with parents and other professionals, they have not yet developed links with all the other settings that children attend to further support children's care, learning and development.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming learning environment. Children develop social skills. For example, they learn to take turns and share resources. Clear routines provide familiarity to children, who follow instructions and behave well. For example, children line up to go outside and know to wash their hands before meals. This helps to promote children's increasing independence. Children enjoy daily opportunities to play outdoors. They use their imagination well as they make 'volcanoes' in the sandpit and learn to manage their own risks as they go down the slide.

Outcomes for children require improvement

Children develop some skills that prepare them for the next stage in their learning. However, variations in the quality of teaching result in missed opportunities to extend children's learning to help them make consistently good progress in readiness for school. Children listen well and follow simple instructions. They are learning to become independent in their self-care. Older children can count, recognise shapes and are learning to write their name.

Setting details

Unique reference number	EY338910
Local authority	Torbay
Inspection number	10093507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	19
Name of registered person	Butterflies Early Years Centre Committee
Registered person unique reference number	RP526421
Date of previous inspection	10 September 2018
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 at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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