

Butterfly Pre-School and Caterpillar Toddler Group

62a High Street, Sutton, ELY, Cambridgeshire CB6 2RA



Inspection date

5 April 2019

Previous inspection date

7 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

This provision is good

- Children arrive happy and keen to start their day. They demonstrate that they are confident and settled in the relaxed atmosphere of the pre-school.
- Teaching is strong and staff provide imaginative activities that support children in all areas of learning.
- Children take part in many activities that support them in recognising letters and hearing their sounds. They thoroughly enjoy playing the 'noisy neighbour' game, where they have great fun identifying the sounds that wake them up, such as a sneeze, a door closing and stamping feet.
- The outdoor environment has been imaginatively developed to support children who learn best outside. Children demonstrate good problem-solving and reasoning skills. For example, they happily work together to design and make 'houses' with the boxes, crates and wood in the construction area.
- Children's good health is supported well as staff encourage children to eat healthy snacks and meals. They provide many opportunities throughout the day for children to engage in physical activity. As a result, children develop an understanding of the importance of physical exercise and a healthy diet.
- Good partnerships with parents mean that parents are well informed about their children's progress. Parents are highly complimentary about the care and learning their children receive at the pre-school.
- The monitoring of staff practice is not yet highly focused on further developing the quality of teaching to outstanding.
- Partnerships with local schools are not yet fully developed to further support children's social and emotional well-being and to help to prepare them for their move to school.

What the setting needs to do to improve further

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

- enhance the monitoring of staff practice in order to drive teaching to an outstanding level
- build on the partnerships with schools that children will attend, in order to support children's transitions even further.

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 completed a joint observation with the pre-school manager.
- The inspector spoke to staff and children during the inspection.
- The inspector held a meeting with the manager and committee chairperson. She looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The pre-school is well established within the community. The committee, manager and staff demonstrate a strong commitment to developing the pre-school and have targeted plans for the future to continually improve the quality of the provision. The arrangements for safeguarding are effective. All staff understand their responsibility to keep children safe and know what to do if they have concerns about a child's welfare. They undertake daily risk assessments to minimise hazards and teach children to keep themselves safe. Regular fire evacuations enable staff and children to know what to do in an emergency. The manager ensures that staff are appropriately deployed, and ratio requirements are met. The manager and staff regularly monitor children's progress. This helps them to quickly highlight any gaps in their development and provide appropriate support to enhance children's learning.

Quality of teaching, learning and assessment is good

The pre-school is set out attractively with good-quality equipment and clearly defined learning areas. Children choose the resources and themes, such as a 'chocolate factory' and 'hairdresser's' role-play area. The inside and outside environments are rich in print, with many colourful labels, signs and displays. These help to support children to learn about words and that print carries meaning. Staff consistently talk to children, commenting on what they are doing and asking questions to encourage their thinking and exploration. They plan and provide resources for children to encourage counting, sorting and problem solving. For example, they enjoy counting the Easter chicks and matching them to the corresponding numbers. Children enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills.

Personal development, behaviour and welfare are good

Children are warmly welcomed into this well-resourced environment where they can safely explore, both inside and outside. Staff are good role models. They consistently promote positive behaviour and have high expectations of children. The daily routines and child-accessible resources promote children's self-care skills and independence well. For example, children wash up their cups after their snack, and have a go at putting on their shoes and zipping up their coats when they go outside. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment, such as hammers and screwdrivers. They know why they have to wear safety helmets when they pretend to be builders in the construction area outside.

Outcomes for children are good

Children enjoy their time at the pre-school and make good progress from their individual starting points. They are prepared well for the next stage in their learning, including starting school. Staff encourage children to listen, understand and become confident talkers, which has a very positive impact on all other areas of learning. Children take part in activities and experiences that help them to respect and celebrate differences and diversity. They show an interest in technology as they press buttons and recognise numbers on the computer. Children develop good social skills as they play and interact with their peers.

Setting details

Unique reference number	EY388022
Local authority	Cambridgeshire
Inspection number	10069193
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	26
Name of registered person	Butterfly Pre-School and Caterpillar Toddlers Group Committee
Registered person unique reference number	RP520994
Date of previous inspection	7 October 2014
Telephone number	01353 967050

Butterfly Pre-School and Caterpillar Toddler Group registered in 2009 and is located in Ely, Cambridgeshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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