

# Brinkworth Butterflies Pre-School

Brinkworth Village Hall, Brinkworth, Chippenham, Wilts SN15 5AF



<b>Inspection date</b>	1 May 2019
Previous inspection date	15 April 2016

<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 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

- Partnerships with parents are good. Leaders and staff keep parents informed about their children's learning and of how to extend learning at home. Parents are highly complimentary about the quality of care staff provide for their children.
- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning, to ensure children make good progress in their learning and development.
- Children behave well. Staff are good role models. For example, they use resources, such as sand timers, to help children understand about fairness and taking turns.
- Children make good progress in their learning relative to their starting points. Staff complete detailed observations and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting.
- Leaders use effective systems to evaluate the quality of the provision. They seek the views of staff, children and parents to identify how the setting can improve further. For example, leaders and staff have implemented planning systems that capture children's immediate interests in play.
- At times, staff do not recognise opportunities that arise to build on children's mathematical skills, for example, to start solving problems and develop their critical thinking skills further.
- On occasions, staff do not organise some group activities as well as possible to fully engage and interest all children. At times, some children become restless and unsettled.

## What the setting needs to do to improve further

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

- make better use of opportunities for children to develop their mathematical skills further, particularly with simple calculations
- develop the organisation of group activities to interest and engage all children consistently.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks and policies. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed how the manager evaluates the quality of teaching.

#### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Effective risk assessments support staff well to provide a safe environment. Leaders have a secure knowledge of following safe recruitment guidelines to ensure new staff are suitable and to check that existing staff remain so. Staff are well qualified and are supported well by leaders, who offer good ongoing support and professional development opportunities to enhance staff skills and enrich the learning outcomes for children. For example, following on from training, staff implement daily group sessions to support children's language and communication skills. Leaders use funding effectively to ensure any gaps in learning quickly narrow.

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

Teaching is consistently strong. Staff have a good understanding of how children learn. They provide a stimulating, welcoming and interesting environment for children to explore and make choices in their play and learning. Staff place a clear focus on supporting children's early literacy skills. For instance, they encourage children to write Christmas lists and support children well to understand that their marks have meanings. Staff support children well to develop their good communication and language skills. For example, they encourage children to give them instructions and describe the features required to draw a gingerbread man.

### Personal development, behaviour and welfare are good

Staff help children to develop a good understanding of the routines in the setting. For example, they give children warning that their playtime is going to end so they are ready to take a full and active part in tidying up their toys. Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. Staff help children to develop high levels of confidence and self-esteem. For instance, they help them to take pride in their achievements and ask children if they can take a photograph of their early writing abilities to share with other people. Children are kind and show consideration towards others, such as inviting other less confident children to join their play. They develop a good understanding of their world. For instance, they visit events held in the local community.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. All children develop good independence skills and try to do things themselves; they competently serve themselves at snack time. Children have good concentration skills, such as when they take part in memory games. They are imaginative and relish re-enacting what they know. For example, they prepare 'cakes' using sand and care for toy pets in the play veterinary surgery.

## Setting details

<b>Unique reference number</b>	199420
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066873
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Brinkworth Butterflies Pre-School Committee
<b>Registered person unique reference number</b>	RP908983
<b>Date of previous inspection</b>	15 April 2016
<b>Telephone number</b>	07802 722082

Brinkworth Butterflies Pre-School registered in 1993. It operates from the village hall in Brinkworth village, Chippenham. The pre-school opens on Monday from 9am to 3pm, on Tuesday and Wednesday from 9am to 1pm and on Friday from 9am to midday, during school term time. The pre-school operates at a different setting on Thursdays, at the Earl Danby School, Dauntsey. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four members of staff who work with the children. Of these, one holds qualified teacher status, one holds a relevant qualification at level 6, and the others hold early years qualifications at levels 2 and 3.

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