

Butterflies Pre-School Didcot



Stephen Freeman School, Didcot OX11 7BZ

Inspection date	10 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Good	2
	Previous inspection: Not applicable	

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

- Leaders work hard to develop good opportunities for children to learn. Staff put a lot of thought into the planning of the environment and introduce seasonal resources that spark children's curiosity and involvement. The manager successfully seeks the views of her team and parents to reflect on the quality of the provision and drive continuous improvement.
- Children develop strong emotional bonds with their key person and all members of staff. They demonstrate that they are happy and settled and enjoy their time at the pre-school.
- The manager and staff create an inclusive setting, where children with special educational needs and/or disabilities (SEND) are supported well. They make great use of expertise from local inclusion services and provide individually tailored support for those who need it. All children make good progress from their starting points, regardless of their circumstances.
- Although planning for children's learning is good, some staff do not always recognise the valuable range of learning opportunities that arise to specifically build on children's early writing skills.
- Staff work well together as a team. The manager provides them with regular opportunities to discuss their roles, and to enhance their professional knowledge further through training. This helps staff to deepen their understanding of how to observe children and to plan stimulating activities that capture children's interests.

What the setting needs to do to improve further

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

- provide a wide range of opportunities to build on all children's early writing skills
- strengthen opportunities for children to explore their local community, and extend their learning about the world they live in.

Inspection activities

- The inspector observed activities in the main base room and garden. She talked to staff about the progress individual children are making.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Recruitment procedures are robust. The manager effectively checks the ongoing suitability of staff to work with children. This promotes children's safety and welfare. Safeguarding is effective. The manager and staff have a good understanding of child protection matters. They know where to report concerns about children's safety and well-being. Staff receive regular safeguarding training and updates, further supporting them in their role. Staff feel supported and valued by the manager and trustees. Staff keep parents well informed of their children's progress. They provide parents with many opportunities to continue children's learning, for example sharing activity bags and books at home. Staff have established strong links with the local primary school, helping to ensure continuity of children's learning and care.

Quality of teaching, learning and assessment is good

Staff effectively use their observations and assessments of children's development to plan interesting activities that clearly focus on the children's interests. Staff respond well to children's choice of activities, moving around to deploy themselves effectively to support the children well. They get down to the children's level and sensitively participate in their play. Staff give children extensive opportunities to investigate natural resources and children explore their environment with great curiosity. Staff extend children's learning skilfully through play and encourage them to solve problems and think critically. Children demonstrate good mathematical skills, such as matching shapes, shopping items and numbers. For example, older children post pictures of shapes in the corresponding box.

Personal development, behaviour and welfare are good

Staff support children to develop positive attitudes to learning. All children gain good independence skills. Children share and include others in their play. They learn to respect and wonder at the natural world. For example, children show delight as they catch and closely watch mini-beasts intently. Staff effectively encourage children's good behaviour. Children behave well and demonstrate an awareness of rules and boundaries. For example, children know the routines well and help to tidy up. Children know to wash their hands prior to eating and serve themselves drinks at snack times. Children have plenty of opportunities to explore the well-resourced garden and show strong physical development. They skilfully balance, run and ride as they investigate the outdoors. Staff provide a range of experiences, which helps children to value and respect people and families and celebrate diversity.

Outcomes for children are good

Children of all ages are motivated learners and are willing to give things a go. Older children persevere with tasks and confidently complete challenging puzzles. Young children learn new words quickly and older children express themselves and their ideas confidently. All children, including those in receipt of funding, reach typical levels of development for their age. They develop skills in readiness for their move on to school.

Setting details

Unique reference number	EY544086
Local authority	Oxfordshire
Inspection number	10092675
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	56
Number of children on roll	48
Name of registered person	Butterflies Pre-School Didcot CIO
Registered person unique reference number	RP544085
Date of previous inspection	Not applicable
Telephone number	01235 812772

Butterflies Pre-school re-registered in 2017. It is situated in Didcot, Oxfordshire and operates from 8.45am to 3.15pm, Monday to Friday, term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs seven members of staff. Of these, six hold relevant childcare qualifications at level 2 and 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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