

# Inspection of Butterflies Pre-School & Priory Kids

Priory Primary School, Priory Road, Hull HU5 5RU

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Inspection date: 1 March 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children's communication and language development is a clear focus throughout the nursery. Staff deliver well-sequenced teaching. Children benefit from good interactions with staff. They are given time to respond to questions and to develop their thinking. Children who need extra support with their communication and language receive carefully planned activities to help them to make progress.

Children receive a warm welcome on arrival at the nursery. Staff establish strong bonds with children. They collect detailed information from parents before children start attending. This information is used effectively to help children to settle in and to support their learning and care needs. Staff readily comfort children when they are upset.

Children have opportunities to develop their physical skills. Older children eagerly use bikes and trikes outside. Younger children enjoy dancing and performing actions to songs. However, the youngest children in the nursery do not always fully engage in the play opportunities and planned activities. They sometimes seem unsettled in the busy playroom, and this results in their needs not consistently being met.

Children behave well, as they patiently wait for their turn during activities. Staff offer praise as children demonstrate 'good listening' and 'good sharing'.

Due to the COVID-19 pandemic, the nursery has reduced the time parents are in the setting, to help keep children safe. Staff share information with parents about their children's learning and development using an electronic system.

## **What does the early years setting do well and what does it need to do better?**

- The manager works with staff to design a curriculum with a clear focus on the areas of learning they have identified as priorities. This is based on their knowledge of children's needs. The development of communication and language is an area of strength. The teaching is carefully sequenced and includes effective interventions for children where additional support is needed. Staff model language clearly and give children plenty of opportunities to learn and repeat new vocabulary as they play.
- The quality of teaching is not consistent. Children benefit from some effective teaching. For example, they develop their mathematical thinking and vocabulary when working out how many more candles are needed on a birthday cake made in the sand pit. However, some planned activities for younger children are not explained to children clearly enough. They do not appear to know what they are expected to do.

- Children behave well in the nursery. Good manners are modelled by staff. Older children show that they can work together to solve a problem, by using blocks and planks to build a bridge outside. Effective questioning by a member of staff helps to engage the children as they take turns to walk over the bridge.
- Children with additional needs are well supported. Staff know the children well. They work with other agencies effectively, including health visitors, speech and language therapy services and local authority officers, to provide appropriate interventions and support. This helps children to make progress in both their learning and development.
- The area of the nursery used by younger children does not have a clearly designated space, or specific staff for the under-two's. Although staff are very caring and do their best to support children who are unsettled, the younger children sometimes appear upset and overwhelmed. The activities provided do not always meet the needs of the under-two's, resulting in some children wandering around the nursery with little purpose. For example, when most of the older children in the room are taking part in a movement activity, some younger children crawl on the floor. They are not supported to join in, or moved to a quieter part of the room to play.
- Children are provided with healthy snacks and drinks. Older children are able to serve themselves, and they help to clear up their plates and cups. They clean their teeth after their lunch, supporting the importance of good oral hygiene.
- The nursery is aware of what constitutes healthy packed lunches; however, this is not always communicated to parents. Staff do not routinely talk to children about what they are eating and how it contributes to their good health.
- Children are supported and praised as they become more confident in using the toilet. Staff speak to children with respect when they are performing personal care routines. However, the facilities are not maintained appropriately. Changing mats are damaged and paper towels are not easily accessible to staff and children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has a good understanding of how to ensure children are kept safe. She works effectively with local authority children's services to ensure the most vulnerable children are supported appropriately. Staff receive regular training in relation to safeguarding children. They all understand their responsibility to pass on any concerns about children, or any allegations about staff members, to the manager or deputies. However, some staff need to increase their knowledge of some aspects of safeguarding, for example the 'Prevent' duty, and the role of the local authority designated officer. Robust recruitment and supervision processes are in place. This helps to ensure that staff are suitable to work with children.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage and**

**Childcare Register the provider must:**

	<b>Due date</b>
provide a dedicated area for under two's and ensure staff are deployed effectively to meet the needs of the younger children	24/03/2022
ensure toilet and changing facilities promote good hygiene at all times.	24/03/2022

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

- ensure all activities provide opportunities for purposeful play
- engage with parents and children to promote the importance of healthy eating and drinking.

## Setting details

<b>Unique reference number</b>	EY374255
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10225859
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	52
<b>Number of children on roll</b>	137
<b>Name of registered person</b>	Butterflies Pre-School Ltd
<b>Registered person unique reference number</b>	RP528067
<b>Telephone number</b>	01482-352233
<b>Date of previous inspection</b>	17 July 2018

## Information about this early years setting

Butterflies Pre-School & Priory Kids registered in 2002 and is situated in Hull. The pre-school is open Monday to Friday during term time, from 9am until 3pm. It also provides a before- and after-school club which operates from 7.30am to 9am and from 3pm to 6pm during term time, and in the holiday period from 7.30am until 6pm. The provision employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or higher, including eight at level 3 and three at level 6. One of these has early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She discussed children's learning and development with the staff team and nursery manager.
- A joint observation was completed by the manager and the inspector during a planned activity.
- The inspector held a discussion in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

We carried out this inspection 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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