

# Inspection of Butterfield Pre School

Junction Farm Primary School, Butterfield Drive, Stockton On Tees TS16 0EU

---

Inspection date: 22 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are welcomed by warm and caring staff into this 'family-centred' setting. They settle quickly and confidently into their chosen activities at the start of the day. Children's happiness and well-being are key priorities for all staff. Focused training has provided staff with the skills and knowledge to teach children to recognise and manage their own feelings. Children have secure attachments with their key person. For example, those who are initially upset are settled very quickly, through kind words and actions by staff who know them very well. Children feel safe and happy in this nurturing environment.

Well-resourced indoor and outdoor learning environments provide children with a wide variety of natural and interesting learning opportunities. Knowledgeable staff are responsive to children's imaginative play and help extend their ideas further. For example, older children are skilfully supported outdoors to develop their interests through role play. They excitedly create a home and prepare food to feed 'hungry dinosaurs'.

Devoted staff consistently strive to improve children's communication skills. Carefully chosen songs and stories are shared throughout the day. For instance, children are welcomed with a song at circle time, and staff sing with the children when changing nappies. Strategies, including signing are used superbly by all staff and children. Staff expertly teach children new words and signs. This ensures all children are confident to express their needs and feelings in a meaningful way.

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

- Overall, children benefit from a very detailed, high-quality curriculum, with a strong focus on developing their emotional well-being and communication and language skills. The engaging activities are carefully planned to match what individual children need to learn next. However, it is not always clear what staff want children to learn in relation to their physical development, to support their progress to an even higher level.
- Staff sensitively join in with children's play. They listen to children and ask questions to decide how to extend their thinking and learning. For example, a group of younger children excitedly move a set of knitted ducks from one area to another. A member of staff sits alongside them and sings 'Five Little Ducks'. She counts the ducks and children repeat each number. This helps children to develop their early mathematical language through their play.
- Children enjoy nutritious, home-cooked meals and fresh fruit snacks. Self-care routines are securely embedded, and staff are excellent role models. Mealtimes are very calm and well organised. Children manage their own needs independently. They are confident to ask staff if they need help to cut up their

food. Children wash their own hands and use a knife and fork.

- Children learn about the wider world through celebrations, such as Diwali. The setting is a highly valued part of the local community, and they regularly join in with local events. Children are effectively taught to respect the natural world outdoors. For example, enthusiastic staff teach children about worms. Children confidently pick up the worms and carefully compare sizes. They excitedly talk about how the 'wiggly' worms move. This helps them to understand how to care for living things.
- Children with special educational needs and/or disabilities are particularly well supported. This is a real strength of the setting. Dedicated and determined managers makes sure every child receives the support and resources they need. Overall, nurturing relationships and high-quality teaching ensure that children make very good progress. For example, a thoughtfully planned outdoor activity supports a child's balance, confidence and independence skills.
- Partnerships with parents are particularly strong. Parents repeatedly say they appreciate staff going 'above and beyond the expectations of any setting'. For instance, children who are due to start school nursery are accompanied by their key person. This ensures every child feels secure with the changes and continues to thrive. Parents feel the setting has been 'transforming' for their children. For example, a child's communication and language improved significantly in a very short time after starting the setting. Parents are very well informed about their children's progress and appreciate the regular meetings and information they receive. For example, the setting consistently shares teaching techniques and resources to support children's learning at home.
- The manager has a wealth of knowledge and experience. She is extremely passionate about early learning, and is committed to providing the very best experiences for every child. She continually goes 'the extra mile' to secure services from partner agencies. A robust performance management process is in place, and staff are continually supported to develop their skills and interests through training and professional development. As a result, teaching is consistently good. Staff well-being is a priority, and their workload is managed effectively. Staff are well supported, and their morale is high.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to keep children safe from harm. They confidently identify signs and symptoms that may indicate abuse. Staff also demonstrate a strong awareness of the wider aspects of safeguarding, including county lines. The manager ensures all staff's knowledge is current and up to date through training, and she regularly tests their knowledge. As a result, staff are confident about the policies and procedures they would follow if they had a concern for a child's welfare. Rigorous recruitment procedures are in place. This ensure suitable staff are employed to work with children. Children feel safe and are well supported by knowledgeable and caring adults.

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

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

- continue to develop the curriculum for physical development, to ensure that activities have a clear focus on what children need to learn to extend their achievements further.

## Setting details

<b>Unique reference number</b>	EY487641
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10233972
<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>	2 to 11
<b>Total number of places</b>	47
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Fish, Nicola Jayne
<b>Registered person unique reference number</b>	RP514709
<b>Telephone number</b>	01642 788499
<b>Date of previous inspection</b>	17 March 2017

## Information about this early years setting

Butterfield Pre School was registered in 2015. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Bracchi

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector observed activities indoors and outdoors to evaluate the quality of teaching on children's learning.
- Parents shared their views of the setting with the inspector.
- A learning walk was carried out by the manager and the inspector to discuss the impact of the curriculum on children's learning.
- The manager and inspector carried out a joint observation to evaluate the manager's self-evaluation of the setting.
- The inspector spoke to managers and staff to discuss how the setting supports children's learning.
- The inspector looked at documents to check evidence of staff's suitability to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022