

# Inspection of Butterflies Pre-School & Priory Kids

Priory Primary School, Priory Road, Hull HU5 5RU

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Inspection date: 24 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	Requires improvement

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

### **The provision is good**

Since the last inspection, the nursery has moved to new premises. These are appropriately adapted to meet the children's care and learning needs. Children happily enter the safe and secure premises of the nursery, where they are greeted by their key person. They are reassured as needed, before they quickly settle, ready to play. They know the routine of the day and what happens next. Children confidently explore the stimulating environment. They choose the direction of their play as they independently access a wide range of activities, both inside and outside.

Staff implement a curriculum that follows children's interests and their individual learning needs. They adapt activities and provide targeted sessions to challenge more capable children. They accurately identify the next steps in children's learning and build on the skills they already have. This enables children to be ready for the next stage in their learning.

Children display good behaviour. Staff support children to develop positive relationships with their peers. In the event of any conflicts, staff gently remind children about turn-taking and sharing. They praise children as they wait patiently for their turn and when they use good manners. This contributes to children's self-esteem.

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

- Children are accurately assessed on starting at the nursery. Regular observations of the children enable staff to plan a tailored curriculum. This help to progress children's development.
- Staff focus on advancing children's communication and language skills. They engage children with interesting dialogue as they go about their play. Staff use repetition as they embed new vocabulary and encourage the children to use new words. Children spontaneously sing as they move around the nursery and staff join in with them. These interactions from staff enable relaxed and nurturing relationships.
- Staff respond quickly when children need additional support. They work with parents to seek help from external professionals. 'Chatterbox' sessions are used to support children, including for those awaiting formal interventions. All children, including those with special educational needs and/or disabilities, make good progress in relation to their individual starting points as a result.
- Children learn about routine counting as they sing counting songs and rhymes. However, they are not regularly exposed to problem solving and mathematical language during the course of the day.
- Children are supported to express their feelings as they arrive at the nursery.

Staff build very strong attachments with the children. They understand their role as key persons. Staff make sure children are well cared for and the children and their families have the support they need. This contributes to children's emotional well-being.

- Staff encourage children to be healthy as they talk about the food they have had for breakfast. They talk about what is good for them and how eating such food benefits their bodies. Children dance and move as they follow action songs and staff encourage them to 'stretch and bend' as they do their morning exercise.
- Children's independence is promoted as they help to cut the fruit for snack and pour their own drinks. Even the youngest children try to take off their coats and hang them up after outdoor play. Staff praise their accomplishments, which encourage their persistence.
- Partnership with parents is a strength of the nursery. Supportive and strong relationships are built with parents, who report positively about the care their children receive. Parents state that the nursery informs them about their children's progress. They value the online system, which enables them to understand their child's day.
- An appraisal and supervision system enables management to support staff in their professional development. These are used to identify staff training needs and to develop staff practice. For example, staff working in the baby room are able to access quality baby interaction training.
- Staff prepare children well for the transition to school. They ensure children are emotionally and physically prepared for this next step in their learning. For example, they ensure children can independently access the toilet and are developing pencil control.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff spoken with demonstrate a sound knowledge of the signs and symptoms of abuse and neglect. They have a good understanding of the procedures to follow should they have concerns about a child. Staff are aware of how to keep children safe on the premises. They carry out risk assessments to ensure children's safety and regularly practise fire drills. They ensure children are appropriately supervised at all times.

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

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

- support staff to maximise opportunities to extend children's mathematical skills during everyday activities.

## Setting details

<b>Unique reference number</b>	EY374255
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10232340
<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>	115
<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>	1 March 2022

## 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 8.45am until 2.45pm. It also provides a before- and after-school club which operates from 7.00am to 9am and from 3pm to 6pm during term time, and in the holiday period from 7.00am until 6pm. The provision employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or higher, including nine at level 3. 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

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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