

Inspection of Little Butterflies Woodville Preschool

Woodville Methodist Church, High Street, Woodville, Swadlincote, Derbyshire DE11
7EA

Inspection date: 7 March 2023

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 are happy to arrive at the pre-school and run in to play with their friends. They practise their dexterity skills as they use large pipettes, funnels and jugs to transfer water. Children show curiosity about a typewriter and ask questions about how to make it work. They enjoy pressing the keys and making prints on the paper.

Children behave well. Staff support children to share and take turns with their friends. Children are confident and ask staff and visitors for help when they need it. They are polite and use their manners when talking to others. Children enjoy using their imagination as they explore a range of dressing-up costumes and role play items. They enjoy pretending to make scrambled eggs in the kitchen. Children use their large-muscle skills as they walk along wooden planks, which they balance on crates. Older children help younger children to do this. Children are encouraged by staff to manage risks safely. They show confidence and skill when they climb trees and use swings.

However, the quality of teaching is variable. Not all staff understand the intentions for children's individual learning. The manager does not ensure that staff have a clear understanding of how to implement the curriculum. Staff do not receive the coaching and support they need to further improve their teaching practice. This means children are not always engaged in meaningful activities and their learning is not always supported.

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

- The manager knows what she wants children to learn. However, this is not communicated well enough to staff. The quality of teaching and implementation of the curriculum is variable. Staff do not receive effective supervision to ensure that they receive the coaching, mentoring and support they need to help them provide consistently good teaching. This means that although children are involved in activities which interest them, they are not always supported to extend their learning and make the best possible progress. For example, when children struggle to use scissors during a craft activity, staff do not teach them how to use them correctly.
- Staff promote children's love of stories and songs. Children enjoy singing familiar songs with staff and confidently fill in familiar phrases. The staff encourage children to shake bells in time to the rhythm of songs. Children freely access a diverse range of books. The staff invite children to join them and listen to a story together.
- Children who have special educational needs and/or disabilities (SEND) are well supported. Staff are knowledgeable and able to identify areas of developmental

concern. The manager understands the SEND referral process and involves parents in this. Staff use techniques such as 'Every Child a Talker', to support children with SEND or those who speak English as an additional language. Staff provide parents with guidance to help support their children at home.

- Generally, children behave well and follow staff instructions. Staff are consistent with their approach to behaviour as they use positive behaviour management techniques. Staff remind children of the pre-school rules. Children are beginning to understand the potential consequences of their actions. For example, children know that if they run inside, they may trip over toys.
- The pre-school has an effective key-person system. Staff create strong bonds with their key children and understand their stages of development. However, not all children settle quickly when first joining pre-school. Staff receive information from parents, such as children's likes and dislikes. However, they do not always use this information to settle the children and help them engage with activities.
- Children enjoy brushing their teeth with their friends. Staff explain how to brush their teeth well. Children understand what it feels like when their teeth are clean. However, messages given to children about oral health are not consistent. Children regularly drink juice whilst in pre-school. Staff do not always support children to learn about healthy lifestyles.
- Parents are happy with the care their children receive at the pre-school. They speak highly of the friendly staff. Parents say their children love to spend time outdoors. They praise the forest school activities.

Safeguarding

The arrangements for safeguarding are effective.

The manager has robust safer recruitment procedures and ensures that all staff in the pre-school are suitable to work with children. The designated safeguarding lead understands how to make referrals to the local authority in the event that they have concerns about a child. Staff have a clear knowledge and understanding of safeguarding. They understand who to report concerns to and what the signs and symptoms of abuse are. The staff know what to do if they have concerns about a colleague and how to report this. Staff conduct regular risk assessments, both inside and outside, to ensure that children are kept safe at the pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that staff receive supervision, coaching and mentoring to support them to develop a clear understanding of the curriculum; so they know what they want children to learn and how to teach this.	04/04/2023
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To further improve the quality of the early years provision, the provider should:

- improve the settling-in process so that new children quickly become emotionally secure within their new environment
- strengthen support for children's oral health so that it is consistently promoted and share more information with parents about healthy food and drinks.

Setting details

Unique reference number	EY343730
Local authority	Derbyshire
Inspection number	10263242
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	27
Name of registered person	Little Butterflies Woodville Preschool Community Interest Company
Registered person unique reference number	RP911654
Telephone number	07851 577125
Date of previous inspection	25 April 2017

Information about this early years setting

Little Butterflies Woodville Preschool registered in 1994. It is located in Woodville, Derbyshire. The pre-school employs six members of childcare staff. Of these, four members of staff hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 viewed the pre-school and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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