

Inspection of Butterwick Pre-School

The Nursery Building, 1 School Lane, Butterwick, Boston, Lincolnshire PE22 0HU

Inspection date: 4 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are encouraged by staff to have a 'can-do' attitude to learning. For example, when children say that they can not open a small box, staff say 'you can open it'. This encourages children to persevere and achieve what they thought they could not do. Children are supported by staff to learn how they can keep themselves safe. For example, staff remind children how to hold scissors safely and are shown by staff how to use a tape dispenser safely to cut tape.

Staff in the toddler room offer children experiences to develop their senses. For example, children take off their socks and walk in flour, feeling the texture run through their toes. Staff help children to develop an understanding of words that describe what they feel, such as 'squishy'. Children show excitement to be physically active. Staff play images on an interactive whiteboard and show pre-school children how to move their bodies to create movements to music. Children in the toddler room develop the muscles in their hands and are supported by staff to share. For example, staff ask them to take it in turns to use Christmas baubles, rolling them in paint to create marks on paper. The manager uses additional funding that some children receive to broaden their experiences. This is tailored to meet their individual needs and for some children, this includes providing them with trips to watch Christmas pantomimes.

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

- The manager and staff place a strong focus on promoting positive behaviour. For example, they encourage children to take turns when they play games. Staff remind children to use kind hands and praise them for making good choices in their play. Children receive crowns from staff to recognise and reward their achievements, such as if they help with tidying. Children say, 'I did good' when they are asked why they received a crown.
- The manager and staff implement a curriculum that helps to close gaps in children's learning. This includes providing opportunities for children to develop their communication and language skills. For example, in the toddler room, staff sing songs to children and read them stories. In the pre-school room, staff encourage children to take turns in conversations.
- Parents appreciate the feedback they receive from staff about their children's achievements at parents' meetings and through daily discussions. Parents value the support staff give their children to help develop their speaking skills.
- Overall, staff help children to progress well. However, occasionally staff in the pre-school room do not support children to build on what they already know and can do. One example of this is when staff ask children questions about their knowledge of numbers and counting; children know the answers. Staff do not help them to extend their knowledge further.

- The management team supports staff's practice and well-being very well. Staff's achievements are celebrated within the company, inviting them to attend events where they receive rewards for their achievements. Staff extend their understanding of how to support the children they care for. For example, staff in the toddler room attend training courses that help them to reflect on how they support children's emotional well-being when they bring comforters from home.
- The manager and staff develop strong relationships with the host school. For example, they take children to attend special events at the school, such as sports days and Christmas nativities. This helps children to become familiar with the school staff and environment before they move on.
- Children are keen to help staff, showing a sense of responsibility in the pre-school. For example, when staff ask them to set out plates for their friends at lunchtime, children focus on the task until it has been completed. However, occasionally during some planned group times in the pre-school room, staff do not manage to maintain children's attention and focus. This results in children becoming restless.
- Staff promote children's independence well. For example, children are asked to get tissues to wipe their noses. They are given time and support by staff to take off their shoes and coats when they arrive. Children choose what they want to eat from the healthy snacks that staff offer them and they pour their own drinks.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand how to identify if a child is at potential risk of harm or abuse. They know the procedure to follow if they have any concerns about a child's safety or if an allegation of abuse is made against a member of staff. The manager monitors children's attendance and visitors are asked to sign in and out of the pre-school. The manager gives parents information about how they can support their children's safety at home when they access the internet. Staff read books to children that help them to understand how and what to do if they encounter potential hazards when they use the internet at home.

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 develop their interactions with children in the pre-school room to help build on what children already know and can do
- help staff to maintain children's focus and engagement in the pre-school room during all planned group activities.

Setting details

Unique reference number	2655649
Local authority	Lincolnshire
Inspection number	10308753
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 7
Total number of places	36
Number of children on roll	35
Name of registered person	Stars Day Nurseries Limited
Registered person unique reference number	RP905087
Telephone number	01205 761640
Date of previous inspection	Not applicable

Information about this early years setting

Butterwick Pre-School registered with Ofsted in 2021. It is situated in the grounds of Butterwick Pinchbeck's Endowed Church of England Primary School, Butterwick, Lincolnshire and is independently run from the school. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, four at level 3, one at level 5, one at level 6 and the manager with qualified teacher status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 manager, deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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