

Inspection of Little Butterflies Woodville Preschool

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

Inspection date:

5 March 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff ensure that there is effective support to help children to settle in at the pre-school. They give careful attention to each child's needs and plan a series of individual settling-in visits to ensure that children are secure. Parents and carers express that their children love attending the pre-school. Children happily enter and join their friends as they play with the toys.

The curriculum considers children's interests and what they are capable of and where staff need to focus their teaching. There is consistent support to help children to develop their independence in preparation for their future learning, such as self-care skills. However, at other times, the support for learning is less effective. Staff do not always share knowledge or teach children new skills to help them to build on what they already know and can do.

Children understand and follow the routines of the pre-school, such as joining the self-serve snack table when there is space for them. On the whole, they behave well. When there is a minor disagreement, for example over a particular toy, staff do not support this well enough. They are too quick to step in before they have established what has happened. This sometimes leads to confusing messages for children and does not allow them to develop resilience and their own strategies to learn how to cooperate with others.

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

- The manager has taken steps to address the areas for improvement from the last inspection. Settling-in support for children is strong. Staff provide information about promoting a healthy lifestyle, including oral hygiene. The manager has developed the curriculum to clearly identify what they want children to achieve. However, the implementation of this is variable and does not always help children to build on their knowledge and skills. In addition, staff do not use appropriate methods to help children to develop skills to manage and negotiate their relationships with others.
- The manager is a reflective practitioner who is able to evaluate staff's teaching and identify where their practice needs to improve. She uses this information to identify training needs. Staff have targets to improve their own practice. However, these are not always specific and do not currently focus well enough on some of the inconsistencies in teaching.
- Staff have a sound knowledge and understanding of child protection and how to keep children safe. They keep their knowledge up to date through regular training. New members of staff are never left alone with children until checks have been carried out. The manager maintains oversight throughout the session so that children are supervised at all times, including when they are eating.

- The manager is passionate and committed about the inclusion of all children. When she interacts with the children, she ensures that they all receive the support they need to join in with play. The manager has a sound knowledge and understanding of how to secure external support so that children receive the help they need.
- Children demonstrate high levels of independence at mealtimes. Staff encourage children to have a 'can-do' attitude when they prepare their own fruit and pour their own drinks. They are calm and reassuring if children accidentally spill a drink. When children find food preparation difficult, staff guide them with appropriate strategies, such as instructions and modelling. Children demonstrate a sense of achievement when they accomplish this task.
- Children enjoy opportunities to engage in risky play that challenges their confidence and physical skills. They show great control in using the rope swings and attempting to spin around while holding their feet off the ground. They develop their coordination and balance as they climb on top of a large pipe and then jump off. Staff ensure that all children understand how to use the equipment safely.
- Feedback from parents and carers is overwhelmingly positive about the pre-school. They mention the variety of activities and how children are now trying a broader range of foods. They value the information staff share with them about what their children have been doing at the pre-school. However, staff do not always ensure that parents and carers know what their child will be learning next and how to support this at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
strengthen supervision arrangements to clearly identify where staff need to improve, and provide appropriate support to ensure that they consistently provide meaningful interactions that help children to build on their knowledge, skills and understanding	05/06/2024

support staff in improving their knowledge of how to help children to learn to cooperate with each other and manage any minor disagreements.	04/09/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen partnership working with parents and carers to provide consistent support for children's learning and development.

Setting details

Unique reference number	EY343730
Local authority	Derbyshire
Inspection number	10284197
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	24
Number of children on roll	24
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	7 March 2023

Information about this early years setting

Little Butterflies Woodville Preschool registered in 1994 and is based in Woodville, Derbyshire. The pre-school employs six members of childcare staff, all of whom hold an appropriate early years qualification. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

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 pre-school.
- 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 children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of outdoor play with the manager.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documents to demonstrate the suitability of staff.

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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