

Butterflies Playgroup

Inspection report for early years provision

Unique Reference Number	318699
Inspection date	21 March 2007
Inspector	Carla Owen
Setting Address	St Mary's Church Centre, 44 Moss Lane, Sale, Cheshire, M33 6GD
Telephone number	0161 291 9283
E-mail	
Registered person	Butterflies Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Butterflies Pre-School opened in 1997. It operates from large church hall in Sale not very far from the local schools, parks and shops. The pre-school mainly serves the local area.

There are currently 38 children on roll. This includes 23 children in receipt of funded nursery education. Children attend for a variety of sessions.

The group opens five days a week during school term times and sessions are from 09.15 until 11.45. The pre-school also operates a lunch club from 11.45 to 13.00 when required.

Two full-time and two part-time staff work with the children. All staff have level three early years qualifications. The setting receives support from the local authority and Surestart and have gained accreditation from the Pre-school Learning Alliance. A website is available for further information at www.butterfliesstmarys.org.uk.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff implement satisfactory procedures to promote children's good health. Children are learning good health and hygiene practices. They wash their hands at appropriate times of the day, such as before snack time and after going to the toilet. Children learn to take responsibility as they help to clean toys and large equipment, such as the 'Wendy house' outdoors. Effective procedures are in place to prevent the spread of infection. Children with infectious illness are not admitted and staff contact parents when children become ill during the session. Children are treated appropriately for minor injuries as all staff are qualified in first aid and a fully stocked first aid box is within reach. Staff's ability to maintain accident records promote children's safety and welfare.

Children are developing an understanding of the importance of healthy eating as they are provided with healthy snacks and fresh fruit on a daily basis. A choice of water or milk is available at snack time, however, drinking water is not within children's reach, which prevents them from keeping themselves hydrated and refreshed during the session. Children's dietary needs are met as these are obtained when children start and are displayed clearly for staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children develop a sense of belonging within the pre-school as they receive a friendly greeting from staff when they arrive. Staff take time to speak to all children, which helps them feel welcome and valued. Rooms are well lit and maintained at an adequate temperature to ensure children's comfort whilst playing. Most areas within the setting are well organised allowing children to move around freely and play. However, the organisation of the physical play area poses a potential risk to children, as there are no boundaries to indicate where they are able to run safely. Children are able to participate in active or more relaxed activities, such as sitting quietly in the book corner and looking at a book of their choice.

Children are kept safe from unwanted visitors and are unable to leave the room due to effective security measures. The entry system is secure and visitors are signed in and out of the building. The outside area is mainly kept safe through daily risk assessments, however, an uncovered drain is accessible to the children, which poses a potential risk. An effective fire evacuation procedure is in place and regular drills are practised with the children, ensuring they know what to do in the event of an emergency.

Children's welfare is protected because staff have a good understanding of child protection issues and are clear about their responsibility with regard to keeping children safe from harm. All relevant information and contact details to safeguard children's welfare is in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the pre-school happily and separate from their parents and carers well. They access a sound range of activities, which promote their development in all areas of learning. Children are clearly comfortable and secure within the setting as they snuggle up to their key worker during circle time and listen to a story. There is a good balance of adult-led and child-led

activities. However, activities are not clearly differentiated for younger children within the group because staff are not using the 'Birth to three matters' framework in their planning. Consequently, the needs of the younger children are not fully met. Children are learning about right and wrong as they are gently reminded not to take their shoes off in case they slip, or run where there is water on the floor. Children settle quickly within the pre-school and have a positive attitude to learning. They show good levels of concentration as they carefully decorate their fairy cakes and play in the home corner.

Nursery education

The quality of the teaching and learning is satisfactory. Thorough long term, medium term and short term plans are in place and cover all six areas of learning. Staff have a good awareness of the Foundation Stage and how children learn, which is reflected in the varied range of play opportunities planned and provided for the children. Regular observations and assessments are made of the children and the next steps in their learning are identified, to ensure they make steady progress towards the early learning goals. A range of teaching methods are used to meet the needs of the children. Children benefit from generally well organised areas of continuous provision, which enables them to choose from a suitable range of activities, such as water play, construction, gluing and sticking and imaginative play. However, the organisation of the mathematics area results in children not accessing it independently.

Children develop high levels of confidence as they engage in self chosen activities. For example, children have fun making eggs out of play dough and when asked what they are doing they announce 'we're going to put them in the oven for 20 minutes'. They form very good relationships within the setting and are eager to invite others in the room to join them in their play. For example, children invite the inspector to join in their 'hoop' game and to eat with them in the home corner. They are learning to share and take turns as they sit quietly at circle time to listen to each others' 'show and tell' and during play announce 'your turn now'. Children are learning to link sounds to letters as they enthusiastically bring in items from home beginning with the letter of the week. Opportunities are missed here however to develop children's handwriting skills, as there are no activities linked to forming the letter of the week. Children learn that print carries meaning as items around the room are labelled and they are able to recognise their own name as they self register on arrival.

Children are making steady progress in their mathematical development. Number is incorporated well into everyday routines, such as counting the number of children present and inviting children to identify the number on the number line. Good opportunities are provided for children to measure and identify shape. For example, they talk about 'oval' shapes in connection with the Easter theme and concentrate well as they fill and pour different sized containers in the water tray. Children are able to explore and investigate nature as they look at insects through magnifying glasses and observe change as they plant seeds and watch them grow. Information technology is incorporated well within the setting. A computer is accessible to the children and they enjoy playing educational games, such as sorting and matching items on the screen. Children develop their manipulative skills as they play with play dough and use a range of tools, such as cutters and rollers competently.

Well resourced creative areas allow children to express themselves freely within the setting. They explore colour as they make collages and use their imagination as they re enact stories and engage in small world play. Children have fun accessing the range of dressing up clothes available and confidently ask for assistance from adults in the room. Music is well incorporated

into the daily routine. Children are able to access musical tapes and sing songs during large group time. They also learn about rhythm as they clap the syllables in their name.

Helping children make a positive contribution

The provision is good.

All children and their families are warmly welcomed into the nursery. Children's individual needs and requirements are known because staff work effectively with parents during pre-placement visits. Children form good friendships with each other and are pleased to see each other when they arrive. They are developing pride in their achievements through displays of their work and are clearly secure and settled within the pre-school.

Children are becoming aware of the wider world and are developing positive attitudes towards each others' differences. They use resources that promote equal opportunities; these include multicultural books, small world play, dressing up clothes and dolls. Children learn about the festivals of other cultures, including Divali and Chinese New Year. They are very well behaved and display a positive approach to learning. Effective strategies are used by staff to manage children's behaviour. They are learning to take responsibility as they help to clean dishes and toys, and staff use consistent strategies, such as rewarding and praising children for good behaviour and providing explanations for unacceptable behaviour. This encourages children to work harmoniously together. Therefore children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff communicate effectively with parents in a variety of ways. Information regarding the nursery is shared with parents at an initial meeting and information on each area of learning is clearly displayed in the entrance. Informal chats at the beginning and end of each day along with annual feedback sessions help keep parents fully informed on their children's care and progress. Parents are encouraged to volunteer at the pre-school and take an active part in their children's learning. Information about children's likes and dislikes are obtained during home visits before children start at the pre-school, which helps to develop trusting three way relationships. Parental questionnaires are regularly completed throughout the year to ensure they are satisfied with the quality of care and education on offer. Words such as 'friendly', 'helpful' and 'reassuring' are used by parents to describe the pre-school and its staff.

Organisation

The organisation is satisfactory.

Children's welfare is fully safeguarded because effective procedures ensure children are cared for by qualified staff who are suitably vetted. Systems are also in place to monitor staff's ongoing suitability to work with children. Staffing levels are organised, to ensure the pre-school is within the required ratios and that children receive an appropriate level of attention and support. Children gain confidence and respond to daily routines, which provide consistency and familiarity in their lives. All necessary policies and procedures are in place and work in practice. Therefore, promoting children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The leadership and management of the nursery education is satisfactory. Staff are aware of their roles and are supported by the manager who works directly with the children and holds regular meetings to discuss planning and children's progress. The manager has built a strong, committed staff team who work well together and clearly enjoy what they do. Annual appraisals

allow the staff to identify their training needs and the manager works closely with the local authority, demonstrating a positive attitude to improving the quality of care and education for children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

During the previous inspection the provider agreed to review the organisation of indoor physical play activities, ensure there is a balance of adult-led and child-initiated activities, and ensure children move around activities to gain a range of play experiences. Some progress has been made. The physical play area has been reviewed, however, issues remain regarding its organisation in relation to safety. A successful balance has been obtained between adult-led and child-led activities and a system has been devised to ensure children move around the play areas. However, some children are still not exploring the range of play experiences on offer.

Nursery education

At the last inspection the provider was asked to continue to develop children's listening skills during large group activities, so that children can maintain their attention. Also to ensure there is some adult direction in child initiated activities to extend their play. Both requirements have been met. Children are encouraged to sit quietly during large group time and effective strategies are used to maintain their attention. Staff join children in their play and use sound questioning techniques to develop children's thinking.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure drinking water is made accessible to the children at all times
- ensure the drain in the outdoor play area is made safe
- devise a system for planning and assessing children's learning in line with the 'Birth to three matters' framework to ensure the needs of the younger children are met.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of the physical play area to ensure children are kept safe whilst playing (also applies to care)
- provide more opportunities for children to develop their handwriting skills
- ensure all children explore a range of experiences during the sessions (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk