

Butterfly Pre-School and Caterpillar Toddler Group

62a High Street, Sutton, ELY, Cambridgeshire, CB6 2RA

Inspection date	07/10/2014
Previous inspection date	08/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Safeguarding practice and procedures are given a high level of consideration to ensure that all children are as safe as possible and risks are minimised.
- Teaching is good and children are making effective progress through the closer focus on their specific learning styles and needs, with particularly effective attention paid to their starting points and next steps in their learning.
- Partnership working with parents is good. Practitioners find out useful learning information as children start and keep parents well informed about their children's progress. This offers children a consistent learning experience.
- Children build positive relationships with their peers and become capable confident learners as practitioners offer them sensitive support and warm responsive interaction.

It is not yet outstanding because

- The monitoring of lesser qualified practitioners needs further work to ensure they always extend children's knowledge during some planned activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and talked with practitioners.
- The inspector had a tour of the premises and the outdoor area.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners, and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed the provider's hardcopy self-evaluation form as provided to the inspector at the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

Butterfly Pre-school and Caterpillar Toddler Group was registered at its current location in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is a charitable organisation managed by a committee of parents, and operates from a converted library in Sutton, Cambridgeshire. The pre-school serves the local area and beyond and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm on a Monday, Wednesday and Thursday. On a Tuesday the session is from 11.45am until 2.45pm. Additionally, on a Tuesday and Friday introductory sessions are offered for younger children from 9am until 11am. Wrap around care for school age children is offered from 7.30am until 9am and 3pm until 6pm, Monday to Friday during school term times. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children and there are currently 55 children on roll. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs seven staff, including the manager. Of these, four practitioners hold appropriate early years qualifications at level 3 and three hold qualifications at level 2. One practitioner is currently working towards a qualification. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the monitoring of lower qualified staff practice further, to ensure the good quality teaching already achieved continues to be built upon.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is effectively promoted and they make good progress. Practitioners have a good and improving knowledge and understanding of the Early Years Foundation Stage. They focus closely on the needs of each individual child and use comprehensive observations and assessments to plan according to children's individual needs and interests. Practitioners interact well with children and make good use of opportunities to extend their thinking. Extensive opportunities capably promote children's communication and language skills, particularly for those children who speak English as an additional language and those with special educational needs and/or disabilities. For example, they enthusiastically join in with and sing 'Bananas of the world unite' with gusto. Practitioners use chatterboxes, story and song sacks and investigation boxes to further promote their natural curiosity and creative thinking. However, during some planned activities, lower qualified practitioners are less effective in the way they do

this, which reduces the effectiveness of children's learning at such times. Practitioners show a genuine interest in the children and clearly enjoy their work as they join in with children's play. For example, as children strut about with handbags on their arm, they pass them to a practitioner, asking them to dance as they sing nursery rhymes down a long tube. As a result of practitioners' timely support and encouragement, children's learning and development is enhanced. Children's progress and achievements are well documented in their learning journals. The effective tracking system clearly shows the good rate of progress children make from their initial starting points. Children's individual next steps in learning are identified and incorporated into weekly planning, to support their continuous progress. Parents receive an update by email each week about their child's activities and learning and the next steps for the following week are shared. This ensures children's learning is complemented at home and helps ensure they reach expected levels of development in readiness for school.

Children are offered ample opportunities to speak and be listened to. Practitioners value what children say, listening attentively to them to ensure that their voices are heard. For example, during outside play children spend time in discussion with a practitioner about how they can safely cross the mini assault course of milk crates and logs. The practitioner allows them time to think for themselves and guides their suggestions. Children doubt their decision to cross saying 'I wobble wobble' but achieve this with the practitioner's warm encouragement and return to cross again, showing pride in their achievement. Consequently, children's personal, social and emotional development is promoted well. Children's independence is fostered as practitioners provide frequent opportunities for them to try things for themselves. For example, they wash up their own plates after eating and are supported as they try to complete new challenges. Children move freely between the stimulating inside and outside areas. Practitioners offer them opportunities to explore a range of mark-making resources each day both inside and outside. Children are keen to explore their emergent writing skills as they use pens, chalk and paints in the outside area. Older children explore a range of activities and resources which support their development in the specific areas of learning, such as activities that promote their mathematical development. Children learn about the wider world as they visit the park, community cafe and stables. They enjoy visiting the local shop with lists they have written to buy ingredients to cook with or items they have run out of. Children engage in cookery activities, many of which help promote their understanding of different cultures and festivals.

Children develop their physical skills as they access the well-equipped outside area daily. They become proficient at riding a variety of trikes and sit and ride vehicles and develop good coordination skills as they skilfully manoeuvre around their peers. Additionally, children access a range of resources, such as, books, sand, mud and water play outside. This means that they experience a wealth of opportunities outside, as well as inside, spending time in the fresh air daily. Partnerships with parents are highly effective as improved initiatives, which begin on day one, encourage their close involvement in their children's learning. Comprehensive details of children's learning and development are gathered as they begin attending and home visits are offered. During the settling-in period, practitioners supplement this with their own assessment of children's stage of development. This process begins the ongoing dialogue that takes place between practitioners and parents during a child's time at the setting. It provides a firm basis on

which to base children's future learning. Ongoing information is shared with parents daily and they are encouraged to support their children's learning at home. Practitioners are interested in what children are doing at home and encourage parents to share their observations. As a result, children's progress and achievements are well supported by this consistent approach to their learning.

The contribution of the early years provision to the well-being of children

Practitioners offer children a calm, relaxed environment where praise and encouragement are consistent features of their experience during their time here. Children feel valued and develop confidence in their uniqueness and ability, which supports their personal, social and emotional development. Practitioners regularly congratulate children for all manner of achievements, such as finding the 'grown up sink' to store the dustpan and brush after sweeping up. They promote children's belief in themselves as they congratulate them for good listening, turn taking and good sharing. As a result, children's emotional well-being is promoted. Children behave well because they are supported by practitioners who sensitively promote consistent boundaries and act as positive role models. Children learn to share and take turns as practitioners teach them to use sand timers. As a result, children develop strong interpersonal skills which help them form effective relationships, attachments and bonds. Children's independence is good and, while practitioners are very supportive, children are consistently encouraged to do things for themselves. Children enjoy the use of good quality, plentiful resources which they access freely. Practitioners skilfully differentiate their use and activities to ensure they suit each child's individual needs.

Children form close, trusting relationships with their key person and other practitioners. This enables them to settle easily. Many children attending the pre-school have also attended a younger children's group the setting also offer. This ensures they make a smooth transition when they move up to the pre-school and they know practitioners well. However, all children make settling-in visits, which are individually arranged according to each child and family's needs. This supports them as they learn to separate from their main care provider. As children make the next move up to school they are also very well supported. Their understanding of school life develops effectively as they enjoy weekly visits to the school during the summer term. They are offered use of the music room and hall on a two-week rotation and visit the Reception teacher each week. The school also provide a brochure showing photographs of the school and teaching staff and children enjoy wearing uniforms in the dressing-up box in pre-school. As a result, children experience a smooth transition to school when the time comes.

Children learn the importance of healthy lifestyles through a range of activities and initiatives. They enjoy nutritious snacks, access fresh water freely and parents are provided with information about healthy lunchboxes which helps ensure children eat well. Practitioners sit with children as they eat and they share relaxed, easy conversations, including discussions about healthy food options. The positive approach taken to children spending time outside in the fresh air each day further supports their good health. Children develop sensory awareness as they plant and tend different herbs and aromatic plants. They learn about the need to care for growing things as they watch the insect

house and the wild area to see the insects that gather under the logs. Children's understanding of their personal safety is promoted because practitioners use everyday opportunities to talk about this. For example, as children learn to cut vegetables with safety knives, a practitioner explains why we keep blades pointing down. Children balancing on the curvy beam and planks develop an understanding of risk taking. Practitioners gently encourage them to talk about what might happen if they do not consider their own personal safety. Children also develop their awareness of safety when walking to school to collect older children and on walks locally. As a result, children's understanding of their personal safety is good.

The effectiveness of the leadership and management of the early years provision

Children's safety is effectively promoted as the Early Years Foundation Stage safeguarding and welfare requirements are met. Practitioners are attentive, which ensures that children play and learn in a safe environment. They complete thorough and regular risk assessments to support this. All practitioners are aware of the action to take in the event of any concerns regarding a child in their care and attend regular training to ensure their knowledge remains up to date. The new committee and management team work closely together to ensure the smooth daily operation of the setting. The wide ranging improvements made since the last inspection mean that recruitment procedures are now secure. This ensures that those working with children are suitable to do so and the required suitability checks are undertaken. While checks are outstanding, practitioners are supervised at all times and do not undertake personal routines with children. Practitioners are vigilant during drop off and collection periods and the premises and external boundaries are secure, which means that children are protected well.

Since the last inspection much work has taken place to improve overall practice and procedures within the pre-school and strengthen the quality of teaching and learning. The way in which observations, assessments and planning operate has been completely overhauled and now works very effectively. Practitioners feel clear about their roles and responsibilities and the team work more efficiently together. Recruitment, induction and performance management is now securely embedded within practice ensuring children are safeguarded. The manager, who is now supernumerary, demonstrates a good knowledge and understanding of her role and responsibility for monitoring and evaluating teaching and learning within the pre-school. She observes staff practice each day and carries out regular supervision meetings and yearly appraisals with each practitioner. However, the monitoring and mentoring of less well-qualified practitioners is not always effective. This means that sometimes, they do not extend children's knowledge fully during some planned activities. The manager monitors and evaluates children's learning journals, to ensure that observations show that children are making good progress. She further analyses their learning alongside the deputy who monitors children's language development to assess how successfully they are narrowing the achievement gap. The pre-school team are all qualified and use self-evaluation very well to promote continuous improvement. For example, at regular team meetings practitioners discuss the activities and experiences which children have been offered. They judge their progress against individual learning intentions and outcomes to decide children's next steps in learning and

how these will inform future planning. Team meetings are also held to discuss new initiatives, such as the revised Early Years Foundation Stage and a range of other topics. These result in improved daily practice, which ensures that the quality of the learning environment is good.

Partnerships with parents are strong because practitioners and parents work together to support and nurture children's learning and development. The views of parents and children are considered in a variety of ways. Daily communication enables practitioners to remain abreast of parental opinion and wherever possible they incorporate their views into every day practice. Parents speak highly of the pre-school and practitioners and comment on how their children love attending. They enjoy the parent consultations, weekly emails and daily discussions, which all contribute to ensuring that their children's needs are met accordingly. Partnerships with providers of the Early Years Foundation Stage, and other agencies are good. Practitioners work closely with them, and children's parents to promote a consistent approach to children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY388022
Local authority	Cambridgeshire
Inspection number	962857
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	55
Name of provider	Butterfly Pre-School & Caterpillar Toddlers Group Committee
Date of previous inspection	08/01/2014
Telephone number	07791 569 215

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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