

Butterflies

Inspection report for early years provision

Unique reference number EY375898
Inspection date 19/11/2008
Inspector Christine Clint

Setting address Village Hall, Dye House Road, Thursley, GODALMING,
Surrey, GU8 6QD

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Butterflies originally opened in 2005 and re-registered under its current ownership in 2008 to provide full-day care for children aged two to five years of age. It operates from Thursley village hall, on the outskirts of Godalming in Surrey. The nursery serves the local area and surrounding villages. Children have access to the main hall. There are suitable kitchen and toilet facilities available and an enclosed garden for outside play. The group is registered to care for a maximum of 26 children from two to under five years of age; there are currently 11 children from two to four years on roll. Children may attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties, and for whom English is an additional language. The group opens five days a week throughout the year, apart from two weeks at Christmas and two weeks during August. Sessions are flexible between 08.00 and 17.30. There are four members of staff working with the children; three staff hold appropriate early years qualifications and one staff member is currently working towards a qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The providers receive support from the local early years network. At the time of the inspection there were five children present.

Overall effectiveness of the early years provision

Children are very happy and settled, they have adapted readily to the new provision and the daily routines, they are developing sound relationships with staff and have a clear sense of belonging. The organisation of the premises enables children to freely choose activities from a very wide range of well planned resources. Children's care and health needs are a high priority throughout the day and there is a continual focus on including opportunities for learning during all routines. Staff have initiated sound systems for gathering individual information to enable them to plan and promote children's development, which is clearly based on children's preferences and interests. The providers and staff show commitment and enthusiasm to continued learning, to adapting and changing any areas of the setting and to moving forward with ideas for progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop links with parents and other carers to ensure that children's individual learning is progressed
- ensure that the daily register includes the times of children's attendance
- develop the child protection policy to include a clear procedure to be followed in the event of any allegations against staff.

The leadership and management of the early years provision

The providers of the nursery are dedicated to working and learning with staff, they have completed training in childcare and education and have also encouraged staff to increase their knowledge. Staff and providers have updated their understanding of safeguarding children and have also attended training for the new regulations. Most regulatory procedures are in place, although the daily register does not contain children's times of attendance and additional information is required in some written procedures. Team work is promoted throughout the setting and the providers readily acknowledge individual staff capabilities. A formal self evaluation of the new setting has been started. The management show a strong focus on extending the provision, for example, there are clear plans for improving the children's access to the outside play area to enable children to have continual outdoor play. There is a consistent and willing attitude to adapting any area of the provision to ensure improvement for children, parents or staff.

Children are monitored at all times and there is currently a high ratio of adults to children, therefore safety and hygiene during daily care routines is substantially well managed. Small children are learning about their own personal hygiene and staff show dedication to encouraging and supporting this. They conscientiously provide tissues, encourage hand washing and using hand gel; staff supervise continually when small children are learning to manage at snack and meal times and the premises have been very effectively organised to enable children and staff to follow hygienic and safe routines. There are clear records of risk assessment and checks are completed daily and weekly.

The partnership with parents has strong beginnings. Staff provide daily written sheets for each child and these are individually explained when parents collect their children. Parents come into the setting and mingle with children and staff. Children are assigned a key person, however, because numbers of children attending are low at present, all staff and providers are available for conversation. There are good starting points to encourage all parents to provide information about their children's levels of development and this enables staff to begin to plan children's learning; although there is currently less linking with other carers about children's individual development. Parents have access to all policies and procedures, they are provided with a welcome pack and invited to open days.

The quality and standards of the early years provision

The nursery has fully organised the premises to provide all requirements for maintaining hygiene and staff follow very individual routines, for example, to include potty training and to follow the wishes of parents. Small children are learning very quickly about becoming responsible for their own routines for hygiene; they examine their hands, they think and talk about how clean they are when staff remind them about washing. Staff show a high level of awareness for children's comfort and health, they organise daily sleeping in a gentle atmosphere and follow children's own individual patterns of needing sleep for emotional well being. Children are given attention and time to wake fully after sleeping, their

comfort is a priority when they wake. Children have healthy cooked meals at lunch time and sit together with each other and staff. They eat fruit at snack time and peel their own satsumas, they are encouraged to use plastic knives to cut up bananas. Children can find their own drinks of water at any time and they learn to recognise the colour and name tabs on their cups; staff are vigilant in supervising the hygiene of this routine.

Children are helpful and spontaneously find the dustpan and brush to start sweeping up the flour after making play dough, they are developing a conscientious attitude to working together at times. Staff actively build relationships and encourage children's understanding of expected behaviour by using puppets to re-enact any unwanted behaviour. Through appropriate discussion and questioning, children begin to understand about feelings and how different behaviour can affect other peoples feelings. Staff offer children frequent praise for 'good walking', 'good waiting' and for sharing and showing care. They value children's attention and use excellent language and explanation, for example, before walking to the park, to ensure that children understand about safety and holding hands. Staff and providers show a sensible response to identifying hazards and use the nearby park for outdoor activities, because trees have recently been felled in the garden and the fence has been temporarily removed.

Children thrive in the nursery because of the care and continual interaction with staff, they cluster together for stories and re-tell these to each other afterwards using the pictures. They glow with enthusiasm, they draw and begin to write readily in the graphic section. Children use toy computers and play with shopping equipment. They dress up and dance to music with staff, they play with dolls and soft toys. They learn to use utensils for making play dough and staff talk about quantities, writing symbols and numbers to enable children to understand how many spoonfuls of different materials are required. They stir and mix with their hands, they mould and shape the dough using their fingers. Staff show an excellent understanding of including and encouraging purposeful play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|-------------------------------------------------------------------------------------------------------|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

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.