

Butterfly Pre School

High Easter Village Hall, The Street, Chelmsford, Essex, CM1 4QS



Inspection date

13 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is committed to providing children with high-quality care and education. The manager has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement.
- Children are eager to attend the pre-school and settle quickly. The staff are friendly and approachable. Children demonstrate that they feel safe and secure. They build good relationships with the staff, who are responsive to their needs.
- Staff have a good understanding of how children learn. They provide a stimulating and welcoming environment that keeps children motivated and engaged.
- Children have daily opportunities for physical play. They enjoy being active in the hall and eagerly climb on the play equipment at the local park. Children discover and learn about the world around them. They learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.
- Staff form successful partnerships with parents. Parents share information about their children and contribute well to their initial assessment. Staff keep parents regularly informed about their children's learning and progress. For example, they plan stay-and-play sessions and encourage parents to view their children's records.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels.
- On occasions, staff do not fully support children's early literacy skills.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- make the most of opportunities to promote children's early reading and writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and spoke to the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a secure understanding of the procedures they must follow if they have any concerns about children's welfare. The management team follows rigorous recruitment and induction procedures to help to ensure that all staff are suitable for their role. Clear policies and procedures are in place to guide staff. The manager regularly monitors all children's progress. Effective strategies are in place to manage any gaps in learning. The manager provides strong leadership for the staff team. She effectively monitors staff performance through regular supervisory meetings. This helps staff to reflect on their teaching practice. Staff access training that is targeted to support the learning needs of the children who attend. This contributes towards good teaching practice and has a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

Staff get to know children's abilities well through regular observations and accurate assessments of what they can do. They use this information effectively to plan interesting activities to help children achieve their next steps in learning. This contributes to the good progress children make. Children confidently explore the environment, choosing what they would like to do next. For example, they enthusiastically peg 'washing' on the clothesline in the role-play home area. Staff interact purposefully. They get down to the children's level, join in with their play and provide support when necessary. Staff actively promote children's mathematical skills. They seize opportunities to incorporate numbers into children's everyday play. Children learn to identify numbers and recognise colours.

Personal development, behaviour and welfare are good

Staff carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. They supervise children well at all times. Children are familiar with the daily routines, which helps to support their emotional well-being. They learn to be independent and responsible. For example, children find their name card to self-register on arrival. They pour their own drinks and they join in with tidying toys away. Children follow good hygiene routines. They experience sociable mealtimes and enjoy a broad range of healthy and nutritious snacks. The atmosphere at the pre-school is calm. Staff are good role models. They provide clear guidance for children about what is acceptable behaviour. Children learn to share and take turns. Staff praise children as they recognise their efforts and achievements. Children develop their confidence and self-esteem.

Outcomes for children are good

Children make good progress in their learning given their starting points and capabilities. They develop many skills in preparation for when they start school. Children form friendships and enjoy their play together. They enjoy whole-group activities. Children learn to listen to adults and respond well to instructions. They develop good concentration and perseverance, for example, as they make puppets. Children confidently use equipment, such as scissors, carefully. They are proud of what they achieve.

Setting details

Unique reference number	EY494127
Local authority	Essex
Inspection number	1026754
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	Jayne Anne Louise Hulbert
Registered person unique reference number	RP515807
Date of previous inspection	Not applicable
Telephone number	07850113477

Butterfly Pre-school registered in 2015. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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