

Butterfield Pre-School Group

Junction Farm Primary School, Butterfield Drive, Eaglescliffe, STOCKTON-ON-TEES, Cleveland, TS16 0EU

Inspection date	12/12/2013
Previous inspection date	06/05/2010

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

- Staff interact with children using materials and resources in imaginative ways. This supports their learning well and enables them to become actively engaged and involved in activities.
- Children's needs are quickly identified and very well met through effective partnerships between parents and external agencies.
- Children's welfare and well-being is very well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfill the requirements of their role and have had appropriate checks carried out.
- The manager monitors observation, assessment and planning to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress.

It is not yet outstanding because

- There is room to strengthen teaching to further enhance children's awareness of rhyme in order for them to fully enhance their understanding of letters and sounds.
- There is scope to extend opportunities for children to gain confidence in expressing their own ideas through drawing and creating simple representations of objects.

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 conducted a joint observation with the manager.
- The inspector observed teaching and learning activities in the pre-school room and the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation document and development plan.
- The inspector held a meeting with the manager and looked at and discussed a sample of policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Butterfield Pre-School opened in 2009 and is privately owned. It operates from a mobile classroom within the grounds of Junction Farm Primary School, situated in Stockton. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week from 7.30am until 6pm all year round, except on bank holidays, two week at Christmas and a further two weeks during the school summer break. Children attend for a variety of sessions and have access to an enclosed outdoor play area.

There are currently 25 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

There are currently five staff working directly with the children, all of whom have an appropriate early years qualifications. Three of the staff have qualifications at level 3 and one has a level 2 qualification. One member of staff is unqualified. The pre-school receives support from the local authority. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about letters and sounds by further developing opportunities for them to engage in rhyming activities

- develop further opportunities for children to gain confidence and create their own representations of objects, for example, by allowing them to draw their own Christmas pictures.

Inspection judgements

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

The manager and her staff team provide a wide range of interesting and playful experiences for children in the indoor and outdoor environments. They manage the pace of activities well and ensure children have opportunities to become deeply involved in their tasks and follow their own ideas through as they play. Staff carry out regular observations and assessments of children's learning. This means that children's prior knowledge, skills and understanding is fully considered and is well used to plan suitably challenging activities, meeting their individual needs well. As a result, children make good progress in

their learning, based on their starting points and gain a wide range of skills necessary for the next stage in their learning, including school, when the time comes. Children with special educational needs and/or disabilities are equally well supported to make progress. This is because the manager and staff make effective use of advice provided by services, such as speech and language therapy, and engage in joint planning with other professionals, to plan future support. Children have opportunities to engage in child-initiated play as well as experiencing a variety of adult-led tasks. Activities presented to children are open-ended, include elements of imagination and active exploration that increase the motivation and interest for children. For example, role-play areas indoors and outdoors provide opportunities for children to dress-up and play in Santa's grotto and ride on a sleigh, in preparation for Christmas.

The quality of teaching is consistently good. Where teaching is strong, staff engage children very well and use a range of effective interaction strategies to support learning. For example, children are enthused and excited when staff open the 'beat babies' box and engage them in clapping activities. They respond very well when staff create a calm, quiet atmosphere when it is time to close the activity and put them back 'to sleep in their box'. Staff have recently received 'music and phonics' training. This information is well used to improve provision and there are lots of examples of good practice throughout the pre-school that aim to enhance children's communication, language and literacy skills. However, there is scope to enhance this even further by providing more opportunities for children to engage in rhyming activities in order for them to fully develop their understanding of letters and sounds. Staff make good use of activities, such as water play, to encourage children to count and use mathematical language. They ask questions, for example, 'how many legs does the octopus have?' and 'I can see a little shiny squid'. As a result, children say counting words randomly as they play and develop an understanding of the language of size. Staff provide a wide range of materials, resources and sensory experiences to enable children to explore colour and texture. For example, they enjoy manipulating play dough, make their own Christmas cards and paint coloured candy canes. However, opportunities for children to draw their own pictures and create their own representations of objects are not always provided. This is because, occasionally, staff provide worksheets for children to colour in and decorate with materials, such as glitter.

Children have individual learning journal folders containing information collected from parents on entry to the setting, examples of children's work, observations and photographs as evidence of learning. This is tracked over time to demonstrate progress. This practice extends to children who attend the after school provision, providing continuity in their learning and development. Parents have access to this information which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents complete 'Boasting balloons' detailing activities and events their children have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children are warmly welcomed into this bright and stimulating pre-school. Staff provide a wide range of age-appropriate toys, equipment and resources, in the indoor and outdoor environments. Children develop confidence as they independently select what they need for their play. Staff encourage children to be independent throughout the day. They find and return their own aprons, pour drinks at snack time, wash their hands following creative activities and put on their hat, scarves and coats when accessing the outdoor area. This helps them to feel good about their own successes, supporting their self-confidence. Children's health and self-care is promoted well in the pre-school. Water is freely available and children enjoy using the 'bear-shaped' dispenser to get a drink if they need one. A wide range of fruit and raw vegetables are provided during snack time and staff gently support and encourage children to try different foods and textures. Parents provide a packed lunch for mealtimes and staff encourage them to make healthy choices and ensure they provide good quality information to ensure children are provided with fresh, balanced foods. Physical well-being is further promoted in the outdoor environment and children access this space throughout the day, enjoying the fresh air and engaging in energetic activities. For example, they enjoy the outdoor role-play area and dress-up in Santa Claus hats and exploring the natural areas of the garden.

A well-established key person system is in place, which helps children to form secure attachments and good relationships with staff. Children show they have close bonds with their key person when they receive cuddles if they are feeling tired. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently talk and reassure children when they appear distressed or unwell. Staff work closely with parents and carers to support their emotional development. Parents and carers spoken to during the inspection describe how well staff support their children's all-round development. They use words, such as fantastic, to describe how staff interact with both them and their child. Good quality information is gathered from parents when children begin attending the pre-school. For example, 'All about me' documentation describes family set up, children's like and dislikes, medical needs and allergy information. This provides continuity in children's physical and emotional well-being when they move from home into the pre-school. Children are equally well supported emotionally when they leave the setting and move into Junction Farm Primary and other local schools. They make frequent visits throughout the year, attending key events and watching productions, such as the Christmas performance. This enables children to become familiar with their new environment and teachers.

Children's behaviour in the pre-school is good. This is because staff set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. Staff manage the transition very well when older children join the pre-school for after school care. Younger children clearly benefit from older role models and enjoy interacting with them. They sit alongside them on the carpet for registration and play games, such as 'hide the baby'. This helps younger children to feel part of a larger group and understand the need for rules and routines. As a result, a relaxed and happy environment is created which enables children to feel cherished and secure. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow.

Consequently, children play well together and demonstrate safe practices when using resources, such as bikes and scooters, in the outdoor area.

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

The manager takes all necessary steps to keep children safe and well. She ensures all staff fully understand and implement the pre-school safeguarding policy, respond appropriately to signs of possible abuse and neglect and know who to contact should they have concerns about a child. Appropriate checks are carried out to ensure all staff, working directly with children, are suitable to fulfil the requirements of their roles. Daily checks of the pre-school and outside environment further enhance children's safety. The manager has high expectations for the development of the pre-school, which is evident in the progress made since the last inspection. The pre-school has acted on previous recommendations. For example, effective observation and assessment procedures are in place to identify learning priorities and enable staff to track children's progress towards the early learning goals. This ensures children's individual learning and development needs are well met. The manager consults with staff, parents and children to identify further areas for improvement and has clear development plans in place that supports children's achievements over time.

The manager leads a well-qualified staff team. They are deployed effectively, using their skills and expertise skilfully to support young children's learning and development. The manager has good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She monitors the quality of teaching through regularly observing staff. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children. Effective systems are in place to monitor progress for each individual child or group of children attending. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage.

Effective partnerships are in place with parents. Parents receive good information about the pre-school and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the 'wonderful staff' and the confidence their children have when they leave to start school. The close partnership with parents enables the staff to meet the children's individual needs and maximise their learning. Procedures are in place for working with specialised professionals should a child have special educational needs and/or disabilities. This ensures appropriate interventions are made to ensure the continuing needs of all children are met.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY401436
Local authority	Stockton on Tees
Inspection number	879418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	25
Name of provider	Nicola Jane Reeves
Date of previous inspection	06/05/2010
Telephone number	01642788499

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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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