

# Butterfield Pre School

Junction Farm Primary School, Butterfield Drive, Stockton On Tees, TS16 0EU



## Inspection date

17 March 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is good. The well-qualified staff follow children's interests particularly well. For example, they change planned activities to meet children's needs and choices. Staff use observations to identify what children need to learn next. This helps them to make accurate assessments of children's learning.
- Partnerships with parents are effective. Staff have introduced a nursery mascot called Daisy the cow. The mascot is used as a home-link activity. Parents are invited to write about their child's adventures while at home, which are then shared at nursery. This provides a continued approach to children's learning.
- Children behave well. Staff are specific when giving praise to children. For example, they celebrate when children make new achievements in their learning. They praise children for being kind and sharing with one another. Children add beads to behaviour jars and work towards reward goals. This helps to promote children's self-esteem.
- Children have access to a large outdoor area. They swing on large pieces of rope and ride around on toy diggers and scooters. Children climb up a large climbing frame and slide down the slide at the end. This helps to promote children's physical skills.
- Children make good progress. They are independent learners and take pride in completing small tasks. For example, they set the table before mealtimes and help to collect activities and resources for group activities.

### It is not yet outstanding because:

- Leaders have recently implemented a new planning and observation system. However, this is not yet fully embedded with all members of staff to raise the quality of teaching to the highest level.
- Leaders have not fully embedded effective monitoring systems to track the progress made by different groups of children.

## What the setting needs to do to improve further

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

- continue to embed new planning and observation systems that encourage all staff to raise the quality of teaching to the highest level
- build on monitoring systems to analyse and address precise gaps in children's learning.

### 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 held a meeting with the nursery manager and provider. She discussed self-evaluation and looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the areas of the premises accessed by children.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff demonstrate a very good understanding of local safeguarding procedures. Policies and procedures are well embedded in all areas of practice. Staff are vigilant and provide good levels of supervision. Children are provided with opportunities to develop an awareness of how to keep themselves safe. They design information posters about using the internet safely. Leaders consult with others to gather views regarding the quality of the provision. They use the information gained to identify gaps in the setting. Leaders work effectively with other early years providers where children attend and share regular information regarding children's learning and developmental needs. Staff have introduced a puppet that is used between the setting and school. This helps to provide a smooth transition for children. Leaders complete supervision sessions and practice observations. These are used to highlight any training needs. Staff review training courses and implement this learning into their practice.

### Quality of teaching, learning and assessment is good

Staff are very enthusiastic. They provide a well-resourced environment for children to independently access toys and equipment. Staff use very well-timed questions and encourage children to think about the process of their learning. Children are confident and interact very positively with others. Staff follow children's lead throughout play. For example, children use syringes filled with coloured water. They use their hand-to-eye coordination skills to fill these up then squirt the water out into a tray. Staff play alongside children and encourage them to use their mathematical skills. Children look at the number on the syringe and staff introduce other mathematical concepts, such as full and empty. Staff extend this learning further by continuing this activity in the outdoor area.

### Personal development, behaviour and welfare are good

Children are provided with well-balanced meals. They are encouraged to follow good hygiene practices. Children complete cookery sessions with the nursery chef and learn about the benefits of leading a healthy lifestyle. Children are very well settled. Settling-in sessions are tailored to meet the individual needs of children. Parents complete information about what their children know and can already do. Children hold hands and work together to create their own games. They hide behind large sheets of transparent material and plan activities together. Children demonstrate strong friendships. This helps to develop children's social skills.

### Outcomes for children are good

Children make good progress from when they first start at the setting. They demonstrate good levels of engagement and are motivated to learn. Children make marks on boards with pens and exclaim, 'I've made sixteen hundred lines'. This helps to develop their writing skills. Children use cameras to take photographs of their models. This demonstrates their understanding of how to use technological equipment. Children sound out letters during story time. They excitedly talk about the pictures in the storybook and call out familiar phrases. This helps to promote children's literacy skills. Children are well equipped with the key skills needed for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY487641
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1008871
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Nicola Jayne Fish
<b>Registered person unique reference number</b>	RP514709
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01642 788499

Butterfield Pre School was registered in 2015. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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