

Butterflies and Bugs

Brunton First School, Roseden Way, NEWCASTLE UPON TYNE, NE13 9BD

Inspection date

Previous inspection date

25/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Regular checks on each child's progress are used well to plan their future learning. The children's 'Special Book' includes photographs, for example, of counting, number work and early writing. As a result, they give a lively account of their progress across the areas of learning they experience.
- Staff give children lots of praise. This provides them with the confidence to try new things and work with others.
- Well established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Parents are happy with the service they receive and feel staff are approachable, kind and caring. Daily discussions with parents ensure staff are aware of any changes in care that may be needed. This means that children's individual needs are met effectively.

It is not yet outstanding because

- Resources, such as books, are not always used to best effect to ignite children's interest in early reading and to further support their good literacy skills.
- Alternative ways to give parents greater access to their child's 'Special Book' are not fully explored and this limits the opportunities for them to make their own contribution.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 throughout the club in both indoor and outdoor spaces.
 - The inspector looked at children's assessment records, planning documentation, evidence of practitioner's suitability, and a range of policies and record keeping procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the session and conducted a joint observation with the manager.
- The inspector took into account the views of parents through discussion and from written questionnaires, as well as the provider's self-evaluation form.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Butterflies and Bugs out of school club was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Brunton First School in Newcastle, and is owned by a private company. The

setting serves the local area and is accessible to all children. It operates from the studio and food technology room and there is a fully enclosed area available for outdoor play.

The setting employs seven members of child care staff. Of these, six hold appropriate early years qualifications to at least level 2. The setting opens Monday to Friday during term time and some school holidays. Sessions during term time are from 8am to 8.50am and 3.15am to 5.50pm. There are currently 92 children on roll, of whom 24 are in the early years age group. The setting supports children who speak English as an additional language and children with special needs and/or disabilities.

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 a wider range of books, both fiction and nonfiction, to stimulate further their interest in books and enhance their literacy skills
- review the storage of children's 'Special Books' so parents are able to access them more easily and invite them to make their own contributions.

Inspection judgements

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

The club provides an enjoyable, busy and secure environment for children, and there is a real buzz of excitement as children arrive. Planned activities are well suited to all children's individual needs because staff know them well; regularly observing them, assessing their progress and taking note of their individual interests. This means good levels of challenge are given to children which is appropriate to their age and stage of development. Each child has their own 'Special Book' which is continually updated by their key person. This ensures their progress is evaluated and matched to the requirements of the Early Years Foundation Stage in order to identify next steps and any gaps in their learning. As a result, children are effectively supported to acquire the skills and capacity to develop and learn, and to be ready for the next stages in their learning.

The environment in which the children play, including the exciting and spacious outside areas, are vibrant and a contributory factor in enhancing children's learning and ability to initiate their own play. Staff have high expectations and plan a range of interesting activities that motivate children to learn. Staff constantly chat to the children about what they are doing, thereby encouraging their language and thinking skills. For example, they are challenged to think about how they can retrieve a lid that has fallen into the aqua

dragons container. This generates a lot of debate between the children who are keen to share their ideas and thoughts. Children have some access to books, however, the selection and range is limited and very few children choose to access them. This does not actively promote children's literacy skills or love of books.

Children make good progress in their personal, social and emotional development because they have plenty of opportunities to make choices, are guided sensitively and are always encouraged to 'have a go' and be independent. Good teaching, well-organised indoor and outdoor learning environments, and a varied range of activities help children to learn well. Adults demonstrate a secure understanding of how young children learn. Children are enthused and become absorbed in what they are doing. For example, a small group of boys were exploring the aqua dragons. The questions they asked showed they enjoyed seeing the progress they had made over the half-term holiday. There is a good focus on helping children become independent and they have lots of opportunities to follow their own interests. For example, one child decided to make a paper folder to put all of her work into. Staff supported this, providing and offering suggestions when asked by the child. Children are learning to care for the environment and animals. For example, they take great care when planting herb seeds and carefully hold the container that holds their aqua dragon sea creatures so they do not disturb the eggs.

Art and design is successfully encouraged; a group of children busy themselves designing and creating their own book markers. Embracing this popular activity staff actively engage and motivate children further to recognise letters and add their names. This aids children's writing skills and word formation, staff encourage children to sound out and blend sounds together, which extends and supports children's language and communication well. Children gain a good understanding of our diverse society, celebrating festivals, such as Diwali and Chinese New Year. The club invites parents and children to have initial visits at the club, to enable children to meet key staff. This supports a positive relationship with parents. This also provides an ideal opportunity to share information about the club's routines, children's routines, and their likes and dislikes, establishing important starting points to build upon.

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

Children settle quickly and happily at the club because they know the routines and expectations well. Very good relationships between children and with staff are clearly evident so that children of different ages play and work together harmoniously. Group activities often contribute well to children's social and emotional development as well as extending their speaking. During snack time children sit together, chatting about their day and discussing what topping they would like to put on their crackers. This provides opportunities for children to talk together with an adult, learning to take turns, share and develop manners. They thoroughly enjoy this social occasion and are courteous and polite. Visual timetables enable all children to be involved and become familiar with routines, especially those with special educational needs and/or disabilities. The key persons meet children at their classrooms; this establishes a good relationship with children and

teachers. Communication is strong because staff and teachers pass on any relevant information, and this ensures children receive consistency in their care and experiences.

Throughout the session, staff strike an effective balance between supporting children directly and giving them opportunities to be increasingly independent. Children look out for each other and work together very well. There was very productive cooperation, for example, between children at the art table where they made book markers, sharing their ideas and the resources. Children explore, test and develop physical control, for instance, when playing football. Children are encouraged to develop good habits, such as washing hands before eating and remembering to put away equipment after they have used it. They are well nourished and a range of nutritious snacks are provided. Children regularly practise fire drills so that all staff and children know what to do in an emergency. This combined with their involvement in drawing up their own risk assessments and the sensitive and timely reminders from staff promotes children's understanding of safety very well.

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

A clear child protection policy is in place; staff are up to date with training and are familiar with the procedures to follow should they have concerns about a child in their care. This ensures children's welfare is fully promoted. Effective procedures for the recruitment and vetting of all staff ensure that children are well cared for by suitably qualified and experienced staff. In addition, induction programmes ensure staff are clear about their roles and responsibilities. This is carried forward with regular staff meetings and individual staff supervisions carried out by the manager. Staff have a secure understanding of how children learn and provide a range of varied and challenging experiences and activities to support children's interests. The system for observation and assessment is efficient and takes account of children's next steps in learning and their interests. This enables key persons to monitor and identify any possible gaps in children's learning and supports their progress effectively.

The club is successful in the way it works with parents and carers. Parents are kept up to date with news about the setting through regular newsletters, an informative notice board and through the warm welcome by staff, who make time to chat to them about their child. Parents are encouraged to share what they know about their child which helps staff to form a view of their starting points. However, although parents are made aware of their child's 'Special Book', these are not consistently viewed or easily accessible by all parents. Therefore, they do not feel invited to contribute to these to share children's achievements. Policies and procedures are well presented and always available for parents which contribute to ensuring that equality of opportunity is promoted. Discussions with parents and the information from questionnaires completed by them clearly demonstrates how positive they feel about all aspects of the setting. They really appreciate the approachability of all staff, the care and the range of activities available for their children. Parent's views are highly valued and issues raised by them are responded to very effectively. For example, in their questionnaire feedback parents thought it would be a

good idea for the club to have an email address and mobile phone as messages used to go through the school office. Staff responded to this request and the setting now has an email address and mobile number, thus making contacting the club much easier.

The setting's self-evaluation gives the manager and staff a good understanding of the strengths and areas for development of the setting, which ensures that improvements have a real impact on the experiences of those involved in the club. The self-evaluation takes the views of staff, parents and children into account to ensure their needs are fully considered.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY452726
Local authority	Newcastle
Inspection number	881349
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	92
Name of provider	Butterflies and Bugs Limited
Date of previous inspection	Not applicable
Telephone number	07841041787

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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 that are usually their 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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