

Inspection of Little Butterflies Woodville Preschool

Woodville Methodist Church, High Street, Woodville, Swadlincote, Derbyshire DE11 7EA

Inspection date: 27 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

There is a strong commitment to the inclusion of all children at this warm and welcoming setting. Leaders and staff skilfully support each child to settle in according to their needs, in close collaboration with parents and carers. Even when children become upset, staff minimise the impact on the child and any potential disruption to others effectively. All children show that they feel safe and secure.

Children with special educational needs and/or disabilities (SEND) receive focused support and make rapid progress in their development. All children are developing the key values identified in the setting's curriculum, such as independence and curiosity. For example, children experiment by adding sand to water and discussing what happens. As they spend time at the craft table, they decide they want a particular colour of glue, and test this out by mixing paint into it.

On the odd occasion that children do not agree, they develop the necessary skills to manage this themselves. For example, children work together to build a structure. As a child places a brick on top of the corner, another child expresses that this part is already complete. The child repositions the brick and they continue extending the structure.

What does the early years setting do well and what does it need to do better?

- The management team takes a thorough approach to evaluating the provision and where it needs to improve. It carefully unpicks the root cause of issues to check that staff have the underlying knowledge to ensure that any changes are successful. For example, when addressing the previous action regarding support for children's behaviour, staff revisited training in brain development and how this affects behaviours.
- The management team members have clearly defined roles and responsibilities, including supervision arrangements. They work well together, ensuring that they keep up to date with any changes and provide a rolling programme of training for staff. Staff receive tailored support for their development according to their personal learning style.
- The curriculum has a strong focus on the children attending the setting in order to build a foundation for their future learning. Staff have been strengthening their interactions with children, especially the support for their communication and language skills. For example, when the children are constructing a building it suddenly breaks. Staff use varying descriptions of what is happening to build children's vocabulary. However, on occasion, staff do not use the most appropriate strategy to teach children a new skill. For example, when a child is struggling to hold a pair of scissors, a member of staff describes what they need to do but does not demonstrate it, and the child struggles to follow the

guidance.

- Children relish their time in the outdoor area. They are really well supported by staff to develop their confidence and attempt the challenges the different equipment presents. As a result, children are developing a 'can-do' attitude. For example, when they use the rope swing they have to work out how to twist to release themselves. The children assemble a plank walkway. Some children initially need support to attempt to walk across. Staff then encourage children to try to do it on their own and celebrate their success. Staff further increase the challenge for those children who are confident. They support them to develop their balance and coordination as they have to cross over to another plank halfway across.
- There is strong partnership working with other agencies to meet children's needs. The management team members are proactive in their communication with other professionals to seek support for children. They make good use of additional funding to enhance the support for children with SEND.
- Staff share ongoing useful information with parents and carers. They take the time to get to know the families really well so that they can provide tailored support for each child. Parents and carers explain how well informed they feel about what their child is learning and how they can support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to further extend children's learning to help them to make the best possible progress.

Setting details

Unique reference number	EY343730
Local authority	Derbyshire
Inspection number	10339041
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	18
Name of registered person	Little Butterflies Woodville Preschool Community Interest Company
Registered person unique reference number	RP911654
Telephone number	07851 577125
Date of previous inspection	5 March 2024

Information about this early years setting

Little Butterflies Woodville Preschool registered in 1994 and is in Woodville, Derbyshire. The pre-school employs six members of childcare staff, all of whom hold an appropriate early years qualification. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting. The inspector discussed the procedures for evaluation and the priorities for improvement.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation during free play.
- The inspector spoke to parents and carers during the inspection and took account of their views.

We carried out this inspection 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.

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