



Butterflies Nursery

Inspection report for early years provision

Unique Reference Number	EY314587
Inspection date	14 March 2006
Inspector	Susan Marriott
Setting Address	Marsh Farm Children Centre, Redgrave Gardens, Luton, Bedfordshire, LU3 3QN
Telephone number	01582 556683
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Registered person	Pre-School Learning Alliance
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Butterflies Nursery opened in 2005, as part of the Marsh Farm Children's Centre. The nursery operates from purpose built premises in the Marsh Farm area of Luton and serves the local multi-cultural community. The children are cared for in 3 rooms to include a baby room for under 2's, a toddler room for children aged 2-3 and a Foundation room for children aged 3-5 years. All children's rooms have direct access to a sheltered and secure outdoor play space. There are offices, stores, staff

facilities, a milk kitchen and a catering kitchen. A large grassed outdoor area is due to be developed.

The provision is registered for 62 children aged 6 weeks to 5 years. Children can attend for a variety of sessions, and some attend full-time. There are currently 100 children on roll. This includes 51 funded children. The nursery is open on weekdays all year round, from 08.00 to 18.00 daily, with the exception of Bank Holidays.

There are 12 full-time staff who work with the children, including the manager and her deputy. Of these, 11 hold early years qualifications to level 2 or 3, and 1 is working towards an appropriate qualification. The setting is able to support children with special needs or who have English as an additional language. The setting receives support from the Early Years Development and Childcare Partnership. No overnight care is offered.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery provides water coolers in every room which ensure that children have constant access to fresh drinking water. The nursery supplies fruit for snacks to ensure that children receive some fruit during the day. However, children do not always benefit from a healthy diet. Children bring packed food from home to meet their own dietary needs and requirements because the kitchen facilities are not yet operational. This is stored appropriately and reheated as required. Staff responsible for the handling of food demonstrate a good knowledge and understanding of food safety and hygiene. They use temperature probes to ensure that food has been heated to the required temperature and this information is properly recorded. However, in view of the numbers of meals requiring re-heating and the limitations of the staff available, the system is proving unmanageable and leads to poor organisation at lunch time. Although meal times are intended to be a social occasion where children benefit from sitting together, learning manners and social skills, some children wait for an unacceptable length of time for their lunch. Despite several attempts through the newsletters to educate parents about providing healthy foods, some children bring crisps, cakes and chocolate bars to eat.

Children stay healthy because staff follow exemplary health and hygiene policies and procedures. Sick children are excluded from the provision to minimise the spread of infection and the premises are maintained to high standards of cleanliness. Tables are regularly washed with warm soapy water after activities and any remaining mess is cleared up. Older children independently use tissues to blow their noses and discard them appropriately in the bin. Staff attend promptly to younger children with runny noses. Children receive appropriate treatment in a medical emergency because many staff hold suitable first aid qualifications and the first aid box is accessible and acceptably stocked. Accidents are recorded and generally comply with requirements. Staff rigorously adhere to their health and safety procedures wearing disposable gloves and red tabards when changing nappies and dealing with

bodily fluids. This effectively minimises the potential for cross contamination. However, children do not always learn about germs through the daily routines because staff do not explain the reasons for hand washing.

All the children enjoy daily physical activities, which enables them to develop control of their bodies and improve their physical skills through an appropriate level of challenge. For example, the free-flow organisation of indoor and outdoor activities enables children to choose to play outside with age appropriate wheeled toys and small equipment. Seating is available for children who wish to enjoy books in the fresh air and alternative activities such as sand play or sensory play with shredded paper, provide variety and choice. Babies benefit from daily play in the fresh air and occasional walks or outings in the local environment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff give high priority to the security of the premises and the door is kept locked. They effectively monitor the front door access and visitors to the setting. A full risk assessment on the premises, including an analysis of accidents is work in progress. Room risk assessments are completed on a daily basis. However, staff do not practise their evacuation drill with sufficient frequency to ensure that all new staff and children are familiar with the procedure. Children are warmly welcomed and cared for in a purpose-designed, safe and secure indoor and outdoor environment. The setting uses space creatively and areas are set aside for dedicated activities. Children have independent access to a wide range of high quality resources which actively promote their care, learning and play. Children's welfare is safeguarded because they are protected by informed adults who understand current child protection policies and procedures. The manager holds the responsibility for Child Protection in the setting and has received suitable training in this field. This ensures children are sufficiently protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children actively participate in play-based activities and clearly enjoy themselves. They are making sound progress in learning, leisure and personal development because practitioners continue to develop their understanding of good quality childcare practice. The newly assembled staff team are suitably qualified and are beginning to work well as a team. They follow children to the activities which attract their interest and provide effective support to draw learning from play. This promotes positive outcomes for children. Staff provide positive role models and give sensitive support to all children. They demonstrate a genuine affection for children; they respect children's feelings, value their comments and clearly enjoy their company. Children are happy, settle quickly and relate well to other children and staff. Practitioners encourage and build children's vocabulary through constant praise and recognition. Staff adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children.

Staff use the 'Birth to three matters' framework to underpin the foundations of the educational programme for younger children. For example, babies and toddlers benefit from the introduction of 'treasure baskets' to encourage them to use their senses to explore natural and man-made objects which feel and sound different. Babies are happy and settled because staff are welcoming and give them lots of cuddles and attention. They benefit from a very good relationship with the staff, which increases their well-being and sense of trust. Younger children happily play together, and are beginning to take turns, share and to talk to others. They experiment with crayons, pencils and chalk, and explore sand, paint and dough. However, staff do not provide exciting activities which engender real interest and enthusiasm in children. Children enjoy books and stories but occasionally there are not enough staff available to sit with the children in the toddler room to support the development of children's concentration and listening in a large group situation.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals given their ages and starting points. However, the staff do not make the most of the daily routine to include further opportunities for learning. Activities are passable but lack imagination and innovation which promotes a real enthusiasm for learning. Staff work well as a team to prepare toys and equipment in advance and mostly achieve a good balance between adult-led and child-initiated activities. Staff ask questions to which there is more than a limited 'yes' or 'no' answer and this makes children think. Practitioners have a reasonable knowledge of the Foundation Stage and plan to provide an overall balance across all six areas of learning. Planning reflects the curriculum guidance, is appropriately referenced to the stepping stones to guide less confident staff and ensures a clear focus to secure and progress children's learning. A temporary assessment system is in place but a new recording system has yet to be implemented. The observation based assessments do not yet provide sufficient information to fully support children's progress and learning. Planning is not based upon what children know and can do because the records cannot be used to inform the next steps in children's learning.

Children's personal, social and emotional development is nurtured well. Children enjoy the activities on offer, and concentrate and persevere well to complete tasks. Staff positively encourage children to share and support play effectively to achieve this. For example, children begin to squabble over the marbles on a marble run. A staff member calmly explains that fighting over the marbles will simply break the construction, spoil the excitement of the marble race and disappoint the other children who are enjoying the game. She suggests a resolution to the problem and play resumes harmoniously. Children willingly help to tidy up and two children cooperate well as they wash the tables after a painting activity. A child knocks another child's coat off the peg and a staff member says 'perhaps you could pick it up and hang it up nicely'. The staff praise the children for their helpfulness which reinforces children's self-esteem and confidence.

Older children enjoy a game of 'sound lotto' to develop their listening skills and are beginning to make verbal contributions at whole group circle time. Children experience many opportunities to make marks in preparation for early writing skills as

they draw, paint and crayon. Children build and construct with a variety of construction materials, sand and water. However, children do not have regular opportunities to explore and investigate the world around them or to experience a simple computer or programmable toys. Children have the opportunity to use a range of tools and equipment safely as well as run about, pedal bikes and use small apparatus such as bean bags and balls. The outside area is not yet used to its maximum potential to support learning in other areas of the curriculum. For example, children do not grow vegetables or flowers. Children have opportunities to experiment freely with musical instruments and they thoroughly enjoy a familiar repertoire of action songs and rhymes. The programme promotes children's creative development through a satisfactory range of arts, crafts and sensory play. However, staff do not yet achieve high standards of presentation of activities to make them inviting and to enable children to get the most out of the activities. For example, children enjoy exploring cornflour 'gloop'. A staff member skilfully encourages the children to select various tools to press into the gloop to explore it's properties. Children do not become involved in the preparation of the activity or the decision about what colour to make the gloop. There is an insufficient quantity of the gloop to enable children to grasp good handfuls of the substance.

Helping children make a positive contribution

The provision is satisfactory.

Children from the local ethnically diverse community are warmly welcomed and included in all activities. Children develop their understanding and appreciation of other cultures through activities that promote a greater awareness of the wider world. This enables the children to develop a positive attitude to others. Children who have particular requirements have their needs met well and individual education plans support their learning in this inclusive setting. Children are generally well-behaved in response to the consistent expectations of caring practitioners. Staff suitably challenge any inappropriate behaviour with a firm, kindly approach supported by simple explanation. For example, a child who climbs on a table is reminded that this dangerous and the child might hurt themselves. Children are actively encouraged to take turns and show concern for others. This positive approach actively fosters children's spiritual, moral, social and cultural development.

Staff are beginning to develop warm partnerships with parents to support children's progress in learning. A daily dialogue on delivery and collection of their child, regular newsletters and a large accessible notice board provide parents with information about the care and education of their children. The setting does not yet keep a record of complaints in line with new guidance. Staff and parents share information about the children who receive nursery education. Parents can view the plans on the nursery walls and are able to see their child's key worker and discuss their child's progress at any convenient time. This two-way sharing benefits the child and enhances their learning. The partnership with parents of children who receive nursery education is satisfactory.

Organisation

The organisation is satisfactory.

Taken overall, the organisation safeguards and promotes children's care and welfare. The manager and her deputy monitor the provision to ensure that their clear vision for the future development of the nursery is moving forward. Most staff hold appropriate qualifications and demonstrate growing confidence in their childcare practice. Much has been achieved since the nursery opened and they are aware that much remains to be done as 'work in progress'. Generally effective recruitment and induction procedures are in place. However, systems for tracking vetting checks are insufficiently robust and mean that children may be cared for by staff who are not appropriately vetted.

Issues surrounding staff deployment at break times and lunch times, lead to occasional lapses in maintaining adult to child ratios which potentially compromise outcomes for children. The system for recording children's attendance is not easily manageable and means that registers do not always accurately reflect the numbers of children on the premises. This potentially compromises children's safety in an emergency situation. Staff sign in and out of the premises and rooms using a complex system which does not provide an effective record of staff deployment and ratios. Documentation has recently been reviewed and complies with the National Standards and associated regulations. The informal development plan provides a clear focus on pertinent issues such as further training for staff, healthy eating education, the development of the quality of teaching and improving the system of monitoring and evaluating the setting.

The leadership and management of the nursery education is satisfactory. The staff's training needs have been identified and a training programme is in place to improve their confidence, knowledge and understanding of the Foundation Stage. The staff are well-supported by management in the implementation of an effective programme of learning. Children are supported in their play and learning because of the on-going development of the organisation and the improving knowledge of the staff. Children's self-esteem is nurtured in this environment because the staff are consistent, kind and friendly. Taken overall, the needs of all children are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Concerns were raised about the amount of accidents happening at this provision. These concerns relate to National Standard 2, Organisation; National Standard 7, Health; and National Standard 14, Documentation. Ofsted made an unannounced visit on 9th November 2005 and as a result set three actions. These were under standard 2: to ensure a record is kept of staff ratios and deployment; standard 7: to ensure all accidents are fully recorded, including dates and times of the accident and obtain parents signatures for each entry in the accident record. Also ensure these records can be identified to the room they are used in; standard 14: ensure records and documentation relating to the day care are kept on the premises and available

for inspection at any time. A satisfactory response to the actions has been received and the provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop ways of ensuring that children receive food that is nutritious and benefit from a healthy diet
- ensure that fire drills are carried out with suitable frequency and recorded in the fire log
- review the complaints policy and establish a record of complaints in line with the new guidance issued October 2005
- devise a robust system for ensuring that all staff have submitted to relevant vetting checks to determine their suitability to work with children
- continue to develop the operational plan and make this available to parents. Improve the system for recording the attendance of children and staff. Ensure that staff are deployed effectively at all times to ensure the safety, welfare and development of children and keep a clear record of staff ratios and deployment (this refers to lunchtime supervision)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop practice in the nursery to ensure that exciting, interesting and stimulating activities are offered to the children which develop children's emotional, physical, social and intellectual capabilities across all areas of learning
- implement the newly devised system for observing and recording what children do and use this information to plan the next steps for the children's play, learning and development.

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