



## Butterfly's Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	319385
<b>Inspection date</b>	06 July 2006
<b>Inspector</b>	Paula Fretwell
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Butterfly's Day Nursery first opened in 1998. It is privately owned and provides full day care for the locality and surrounding areas. It is located in a central position in the town of Morley, on the outskirts of Leeds, in West Yorkshire. Care takes place in a single-storey building with a conservatory area mainly used for the care of children before and after school and during school holidays. Children in the nursery are organised according to their age, with some flexibility, depending on the stage of

development of individual children. All children have supervised access to the secure outdoor play area and the nursery toilet facilities.

The nursery has 86 children on roll, 22 of whom are in receipt of Nursery Education funding. The setting welcomes children with special educational needs, or those who have English as an additional language. The nursery is open throughout the year, closing only between Christmas and New Year, Bank Holidays and for two staff training days each year. Daily sessions start at 07.30 and finish at 18.00.

There are 22 members of staff who work with the nursery children, including 14 who are full-time and eight who are part-time. Most of these staff hold recognised qualifications in childcare and early years education, or are working towards these. Staff receive support from the local authority advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is maintained because practitioners follow appropriate procedures, such as maintaining children's personal hygiene and excluding children who are ill or infectious. Children learn about being healthy through the daily routine, such as when hand washing. Effective hygiene practice promotes very young children's good health. For example, the risk of cross infection is minimised through the provision of clean cot sheets for every child and the use of gloves and aprons for nappy changes. Some practice in other areas of the setting does not promote children's good hygiene. For example, effective hand drying procedures are not in place for children aged two to three as they all use the same towel.

Practitioners are beginning to be aware of how the Birth to three matters framework supports young children's development, although this is not effectively implemented to support the needs of the youngest children in the setting. For example, very young children have contact with several different practitioners in order to be fed and when settling for a sleep after lunch. This prevents them from forming close attachments with key adults and does not support their emotional well-being.

Children are well nourished because there is a designated cook who clearly understands their individual dietary needs and she liaises closely with parents. She ensures food is attractively presented and served in good quantities for children's needs. They enjoy a variety of different foods and menus are rotated every four weeks and again seasonally to ensure children eat a balanced diet. Snacks are healthy and there is a regular supply of fruit for the children. Practitioners are aware of children's dietary needs and they ensure good communication about this. Mealtimes for older children are happy, social occasions and they engage in conversation with one another. Children are learning to be independent and they skilfully use knives and forks, needing little guidance from adults. All children in the nursery have very good access to drinks at any time, which ensures they do not become thirsty.

All children enjoy physical exercise and have opportunities to practise their skills indoors and outdoors. Babies enjoy the freedom to explore their environment and they are given appropriate support for sitting up, standing and cruising around. Older children regularly use equipment to climb and balance and they enjoy trips to soft play centres to develop their agility further in safe surroundings. The pre-school children show a good awareness of their own physical needs, such as for sleep, drinks and food. They confidently move in a range of ways and there are well planned opportunities and challenges for them to develop their physical skills in all areas of play.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The nursery environment is safe for children and access to the building is strictly controlled by staff to ensure children's security. In warm weather staff try to maintain children's comfort by using cooling fans within each room and creating shaded areas outdoors. Children can safely access toys and resources which are clean, in good repair and used appropriately. Children's play environment is mostly welcoming and stimulating with colourful displays, mobiles, flashing rope lights and various music playing, although some areas of the building are showing signs of wear and tear. For example, paint is coming off the wall in one playroom and in the pre-school room there are some large gaps in the ceiling tiles. Children regularly use the outdoor area, and whilst this play area is mostly safe, it is not very attractive to stimulate children's outdoor play. Ground surfaces are uneven and grassed areas are unkempt, although staff regularly carry out risk assessments and ensure close supervision of children playing outdoors.

Practitioners are aware of potential hazards and explain these well to children as opportunities arise. For example, staff discuss the importance of not running indoors and why we need to wear sun protection in hot weather. Older children have a very good understanding of sun safety; they know that they must wear a sun hat and sun cream and they advise adults to sit in the shade 'or you'll get burned with no hat on'. Children are safe when on outings and there is an enhanced staff ratio to ensure this, along with simple safety measures, such as young children wearing reins.

Staff are able to protect children as they are aware of what to do in the event of a child protection concern or allegation. All staff and some older children are familiar with the fire procedure to follow in order to stay safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, happy and sociable overall. They approach staff easily to make their needs known and staff respond warmly and promptly. Practitioners mostly know children's individual personalities and they respond well to their interests, using plenty of positive language to relate to them and make them feel valued.

Children under two years have a good range of developmentally appropriate activities to enable them to learn through play. Babies explore and choose because activities are easily accessible, which promotes their confidence. They enjoy one to one activities with staff, such as when hand painting and they chuckle at the feel of the tickly paint brush. Practitioners interact well with very young children in their play and their developing language is supported through plenty of chatter and singing. However, some very young children become unsettled at times because there is no consistent adult supporting their individual needs, and this impacts on their enjoyment of activities available.

Older children have a good range of activities to meet their needs and they are supported well by practitioners to encourage and extend their development. Children all fully engage in purposeful play and there are high levels of staff involvement to enhance their learning. Children experiment with different textures, such as when hiding play people in shaving foam or bathing dollies in the water play, and practitioners are on hand to introduce new words and extend children's vocabulary. Children are confident in finding what they need to support their play and they know the routine of the day.

School aged children enjoy choosing their own activities from a wide range available. They are able to relax after their time at school and enjoy chatting to each other and to staff. Practitioners are aware of children's individual interests and they ensure that resources are accessible to support their choice of play.

## Education

The quality of teaching and learning is good. Practitioners have some knowledge of the Foundation Stage and stepping stones to children's learning, although this is not secure which results in some missed opportunities across all six areas of learning. However, practitioners are very skilled in their interaction with children which promotes their development; good questioning techniques are used to encourage children to think and extend their learning within planned and spontaneous activities.

Activities are well planned and these promote children's learning very well. Practitioners observe children closely, regularly record their progress and use information from their observations to inform future planning. Children confidently access all indoor play areas and attempt self-chosen challenges because resources are easily accessible to support their learning.

Children are making good progress through the stepping stones in all the areas of learning and their learning needs are extended effectively.

Children's personal, social and emotional development is fostered well; children are confident and independent in the daily routine and in their own self-care. They communicate well to make their needs known, they make good relationships with each other and seek out peers to join in their play. They enjoy some responsibility for some small tasks and they are learning to be aware of the needs of others.

Children have increasing vocabulary and can describe things well. They use complex sentences and are confident when speaking or singing in a group. Children sing

songs from memory or make up their own songs, sometimes with very imaginative lyrics to entertain their peers. Children are learning about letters and letter sounds, and they enjoy putting sounds in 'The King's Magical Musical Box'. They confidently demonstrate how they can identify letters in their own name, they enjoy talking about the 'question of the day' and are learning to recognise simple text. Children have easy access to mark making equipment and use the writing area effectively.

Children can count, sort and match objects well. They recognise numerals, shape and size and they use mathematical language in their play, such as 'I'm going to sit next to you' and 'let's go under the shady bit'. They roll balls down the slide and talk about which is the 'biggest', 'fastest', 'furthest' as they play.

Children practise number rhymes to help them learn about simple addition and subtraction. They apply meanings to numbers, such as when discussing their ages 'I'm three, look that's my number', or compare shoe sizes.

Children can solve simple mathematical problems, such as when deciding how many children can play in each area. For example, children know that if only two children can play and there are four children, then two must go away.

Children are learning about the world around them; they are excited by events they have seen on television, such as a space rocket being launched. They notice changes to living things such as plants they have been growing and they enjoy learning about mini beasts as part of their planned activities. Children understand the use of technology very well; they are skilled in the use of the computer and they use appropriate language, such as 'mouse' 'click on' 'exit'. Children are aware of time and discuss events past, present and future. For example, 'when it's my birthday you can come to my party' 'I've been to Cyprus' and 'I'm having fun at nursery'.

Children's physical skills are increasing as they begin to control small equipment, such as knives, forks and clothes fastenings. They are aware of their own physical needs, such as when they need a rest or have a drink, and they are aware of how to protect their eyes with sunglasses in the sunshine. Children do not have independent access to the outdoor area but they enjoy regular planned outdoor opportunities and show how they can run fast, hop, jump balance and use large and small balls for throwing, catching and kicking.

Children use their imaginations very well. They become engrossed in role play at times and enjoy resources, such as the pirate ship. Children show their creative skills as they enjoy acting out a variety of role play situations. For example they talk about their car breaking down and suggest solutions, such as 'mend it', 'no, push it', 'no, get a loan'. They become fairies and go on an imaginative train journey. Children enjoy singing and they move creatively, such as when pretending to be animals or trains on the way to the bathroom. Children enjoy making musical instruments with cups and beans and they have fun listening to the sounds that they make. Art and craft areas are used well, and children access their choice of resources.

## **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers is good. Parents are very happy with the level of information they receive about their children's care and education. Detailed information is given through the notice board to parents of children who receive funded nursery education, and the early learning goals are explained in English, Urdu and Punjabi. Regular newsletters along with verbal and written information, keep parents up to date about activities so they are involved in their child's time at nursery.

Children behave very well and they are given meaningful praise for what they can do. Effective strategies encourage children to behave well and staff use positive tones of voice when speaking with children. Children are learning to take turns and share, and they use their manners well. Practitioners are aware of children's developmental stages and how this affects their behaviour, and age-appropriate techniques are used to good effect, such as diverting children's attention or giving them a helpful job to do. Older children understand simple rules for their own safety and they show respect for one another and the toys and equipment.

Children are encouraged to appreciate each others' differences through a range of activities, and different festivals are explored to develop children's understanding of the needs of others. Older children are learning that some people speak different languages other than English. For example, they practise using the German word for thank you at snack time. There are limited positive images around the nursery to enable children to gain a clear and positive view of their own and the wider world, although good everyday explanations are given to children about similarities and differences, such as why some people wear glasses and others do not. There are suitable systems in place to support children with special needs and staff have appropriate knowledge in this area.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The leadership and management of the setting is good. Strengths and weaknesses are identified appropriately and there are systems in place for monitoring the effectiveness of the provision. The management team is very involved in the day to day care of the children. The nursery manager is aware of the impact of staff turnover on children's continuity of care and parents are kept informed of any changes. Robust recruitment and vetting procedures are in place and clearly understood by management to ensure children are well protected. A clear induction policy and procedure is implemented for all staff to ensure they are aware of the requirements of their role. Staff training needs are identified in appraisal meetings and all staff have a clear commitment to their own professional development, which enhances the care for the children. The setting works well with the advisory teacher from the local authority to bring about improvements in the nursery education.

The grouping of children within the nursery takes into account their individual needs; children are cared for in appropriate group sizes which enables activities to be

provided which are suitable for their stage of development. Children under two have free flow activities within the baby units and also enjoy having access to their siblings at times within the nursery day.

Policies and procedures reflect the current practice of the nursery and staff are aware of these. Staff work very well as a team and communicate effectively with each other to share the responsibility for the children's care within the nursery. They exchange useful information which helps to ensure children's individual needs are met, such as when changing nappies, accompanying children to the toilet or taking breaks. Staff to child ratios are satisfactorily maintained throughout the provision.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to improve the ventilation in the baby change area in the under twos room. Ventilation is suitably in place to ensure the air is fresh and clean.

For nursery education, the provider was asked to improve opportunities for children in the areas of communication, language and literacy, mathematics and physical development, and to develop the outdoor area to make it a firmer feature of planning. Children are making good progress across all the areas of learning and further staff training in the Foundation Stage is scheduled to enhance children's opportunities further. The outdoor area remains an area for improvement at this inspection.

The provider was asked to make regular detailed assessments of the setting's current strengths and weaknesses. Ongoing formal and informal assessment takes place throughout the setting to identify areas for improvement to enhance the care for the children.

### **Complaints since the last inspection**

Since April 2004, there has been one complaint relating to National Standard 7, health. Ofsted asked the provider to investigate this and they promptly responded to the points raised, to ensure children's health is well promoted. The provider remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- ensure that the care of the youngest children meets their individual needs by fully implementing the Birth to three matters framework
- ensure all areas where the children play are in a suitable state of decoration and repair
- extend opportunities for children's play outdoors and ensure this area is safe and stimulating (also applies to education)

### **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):

- develop practitioners' understanding of the Foundation Stage and the stepping stones to extend opportunities for children's learning in all areas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)