

# Butterflies Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY248113
<b>Inspection date</b>	17 April 2007
<b>Inspector</b>	Claire Sheldrake
<b>Setting Address</b>	East Bower Farmhouse, East Bower, Bridgwater, Somerset, TA6 4TY
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<b>Registered person</b>	Butterflies Day Nurseries Ltd
<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?

Butterflies Day Nursery opened in 1997 and was re-registered under new management in 2002. It operates from two play rooms, a baby room, sleep room and messy play area, set in a converted farm house on the outskirts of Bridgwater. There is a large fully enclosed garden area available for outside play. The day nursery serves the local area.

There are currently 79 children from three months to five years on roll. This includes 35 funded three and four year-olds. Children attend for a variety of sessions. The setting supports children with special needs, however none attend at present, and no children attend with English as an additional language.

The group opens five days a week, 51 weeks a year, and sessions are from 08:00 until 18:00.

Five part-time and five full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about managing their health effectively. They are becoming increasingly confident in recognising, and taking themselves to the bathroom. There are times however, when hygiene routines are not always enforced by staff, and children return to their activity, without washing their hands.

In the hot weather the children are protected from the sun by wearing sun cream, and sun hats, and staff are vigilant that hats remain on, whilst the children are in the garden.

Children are learning about the importance of oral hygiene, and are encouraged to brush their teeth after lunch.

Children benefit from a healthy menu. The nursery provides a rota of meals for children, which include fresh fruit and vegetables, and accommodates special diets and preferences. The children enjoy morning snack time, and dive into dips and breadsticks with vigour.

Children keep themselves hydrated, they have free access to water from the drinks trolley when in the garden, and are encouraged to pour their own, when they feel thirsty.

Children have good opportunities to use their bodies. They carefully pedal bikes, scoot along on toys in the garden, and move around in the space with ease. They manage steps, and climb on small climbing frames and go down slides, encouraging balance and building their confidence.

Children use a range of tools and materials to develop their co ordination, such as a range of paint brushes, and play dough with rollers and cutters.

Children's health is well supported, as all staff are trained in first aid, and accident and medication records are completed in full. In the baby room staff run a strict 'no shoe' policy, so that children's health is not compromised.

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

The provision is good.

Children are cared for in a bright, and appealing premises, where the walls are decorated with the children's own work. The children remain safe during the day as the front door remains locked, and a record of visitors is maintained. There is a large garden, with direct access from two of the playrooms, and this is completely enclosed. Staff deploy themselves well to ensure that children are supervised appropriately.

The play rooms are kept at suitable temperatures and the sleep room temperature is recorded and checked, to ensure a safe level is maintained.

Children have access to safe and suitable equipment. However a limited number of chairs, mean that staff have to hunt for one for each child to sit on, before circle time can begin.

Staff have considered the safety of the children in their care. They use stair gates to restrict children's access to areas within the nursery, and use socket covers in all rooms. The staff

choose not to have hot drinks when caring for children and use safety straps around the waist of children whilst they have their nappy changed.

Children are generally kept safe in the setting due to a regular risk assessment carried out, however in the play room, books left over the floor and not put away, are a hazard to children.

Children are not at risk from fire. They are regularly involved in fire practises, and evaluative comments in the fire log, say they are quick to respond to the evacuation.

Children's welfare is safeguarded and staff are clear about their role in being vigilant about child protection. Through discussion staff are able to demonstrate that they would inform all the relevant agencies, although within their policy it is not stated that they would inform Ofsted of their concerns.

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

The provision is good.

Children quickly settle and are happy in the setting. They start off the day in one large group, having breakfast, and then move into their rooms as all the staff arrive in the morning.

The children are able to self select from labelled toy boxes in their rooms, and benefit from toys and activities set up for them to play with.

The children respond well to the adults. They look for their support and involvement in building towers with the bricks, and delight in them all falling down.

The staff are well organised and have planned the daily activities to take place in the garden in the good weather. This allows children to have exciting learning experiences mixed with good opportunities for fresh air and exercise.

The children enjoy being creative and they are all given the encouragement to participate. The babies truly love the painting activity. They smash the paint brushes down on the paper and delight at flicking the paint from the brush.

Children explore their imagination using the ride on train in the garden, they collect pretend tickets and go on trips.

### **Nursery Education**

Children are encouraged to become independent. They pour their own drinks, put on their painting aprons and are becoming increasing confident in managing their own needs.

They are beginning to form strong relationships with each other, and with members of staff, and are learning about taking turns and sharing. Children appear happy and settled and on the whole behave well.

There are good opportunities for children to hear, and experience enriching language throughout their day. They discuss the days of the week, and the weather, while doing the calendar. They talk about the beginnings of words and how they sound. One child is able to match an 'a' to April, Autumn and August. Staff extend children's knowledge by clapping out the syllables for each day of the week. This introduces them to the rhythm of language, and how words can be broken down.

Children handle books with ease, they imitate staff reading a story to the group and they are aware that the text holds meaning.

There is evidence that children are able to mark make and extend their pencil control, looking at worksheets and wall displays, however there were limited opportunities for children to do this during the inspection.

Children have good opportunities to count, and problem solve. They enjoy counting each other at circle time and count up to 15 with ease. The staff challenge the children to calculate how many boys are here today and compare that number with the girls. They use words like more than and less than.

Further activities require children to be hands on. They recognise numbers on cards and fit together the number of cubes to match the card. These are good opportunities for children to match and estimate, and to complete a simple calculation.

Children have limited chances to explore and investigate how things work. The computer in the play room does not work and the home corner lacks equipment, such as kettles, microwaves and toasters.

Children are able to design and make things, using a range of small t o uctor





