

Butterflies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY219334
Inspection date	18 April 2007
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Registered person	West Nottinghamshire College
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 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?

West Nottinghamshire College Day Nursery opened in September 2001. It operates from a purpose built nursery situated on the Derby Road college campus in Mansfield. Children come from local and wider communities and attend a variety of sessions throughout the week. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 17:30 for 50 weeks of the year, closing only for two weeks at Christmas and all main bank holidays. There are currently 71 children from four months to under five years on roll. Of these, 20 children receive funding for nursery education.

The nursery employs 12 members of staff. All of which, hold appropriate early years qualifications. The nursery receives support from the Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is soundly promoted as the setting takes positive steps to foster their good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures are taken when children are ill. Staff follow current and appropriate health and hygiene routines to prevent cross infection. For example, within the baby rooms they have a no shoe policy and provide slippers or shoe covers for visitors. Staff wear protective clothing, when changing children or serving meals. Children's daily routines teach them about good personal hygiene and children take increasing responsibility for this as they grow. However, some of the younger children do not wash their hands before eating their snack of finger foods. Therefore, their health is not fully protected.

The children's welfare is mainly promoted because the staff can respond to accidents appropriately as current first aid certificates are held. The first aid boxes are up to date and easily available and accidents are recorded and shared with parents. However, the recording of accidents is not always sufficient in protecting children as relevant information is not always noted. Thus children's well-being is not fully safeguarded.

The children are well nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. The children are learning about healthy living through a range of good activities that develop the children's understanding of what foods are good for them. Children eat their meals enthusiastically with many children having additional helpings. All children benefit from meal times being pleasant, social occasions where their independence is fostered according to their age. Children can freely access drinks of water as they become thirsty.

Children in all areas of the nursery are active. They enjoy the use of the outdoor play areas. Children enjoy a wealth of physical opportunities outdoors, such as riding wheeled toys, playing with balls, balancing on planks of wood and using climbing apparatus. This ensures they are developing co-ordination and control of their bodies. Children additionally take part in music and movement sessions. Younger children have good opportunities to rest and relax according to their needs. Babies' individual routines for sleep and feeding are noted and respected, so offering continuity of care and supporting their emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks, and thorough policies and procedures that guide practice. These are understood by all staff so that children are kept safe in line with health and safety requirements. Access to the nursery is closely monitored, ensuring only known adults are allowed entry. Rooms are thoughtfully organised to allow children space to play, whilst providing cosy areas for quiet times and relaxation. Throughout the nursery arrangements for children to sleep ensure they do this in separate areas where they are not disturbed, so promoting effective rest. Sleeping babies are carefully monitored and checked at regular intervals. At the parents request

a air conditioning unit has been installed in the baby room to ensure a consistent comfortable temperature.

The outdoor area, with its grassed and safety surface, offers a stimulating and safe environment where children can run, play and climb safely. Indoors, children access a good range of developmentally appropriate resources, many of which are stored at their height to promote independence and choice.

Children are kept safe when taken on outings. For example, a risk assessment is carried out beforehand, written consent from parents is gained, contact details and first aid resources are taken. Lower ratios are followed to ensure the safety of the children.

Children are learning to keep themselves safe through regular fire drills. Children learn about various aspects of safety through topic work and benefit from visitors, such as the police and fire service, who reinforce these messages. Children are well protected by staff who have a sound understanding of their role within child protection and who to contact if they have concerns about a child. This ensures children's overall welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and are confident, independent and are developing their self-esteem. They are happy and eager to participate in the wide range of activities, which are available throughout the nursery. Babies receive lots of cuddles and have a strong bond with the staff which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. Staff are warm and responsive to the children and know them well, this supports close and caring relationships, increases children's sense of trust and helps them develop a strong sense of self. Children are cared for in developmentally appropriate base areas, each of which is well-resourced with a very good range of toys and activities that help children explore and make sense of their world. The transition between rooms is planned and thoughtfully organised to ensure children are developmentally ready to move and are supported to settle in their new group.

For children under three years the staff use the 'Birth to three matters' framework in their planning and organisation which is improving children's achievements. Staff have a good understanding of the range of experiences which enables babies and young children to make greater use of their senses and abilities. Children's early communication skills are developing well through the good quality adult to child interactions. For example, staff talk about the activities they are involved in.

Children begin to distinguish between right and wrong through the well established daily routines, and the gentle reminders offered by the staff. For example, the older children are encouraged to walk within the playrooms, the toddlers are encouraged to sit on the chairs safely during meal times. Sharing and turn taking is promoted throughout the nursery and children are encouraged to use their manners.

Nursery Education.

The quality of teaching and learning is good. Children are interested in the wide range of activities provided, which ensures they remain engaged and are motivated to learn. The broad range of resources and activities available each day ensures that they make good progress in

all areas of learning. The planning covers all areas of learning and regular observations of the children inform the assessment records. Which means staff have a good idea of where children are in their development and what they need to learn next. Within the current planning of the focused activities staff do not always plan adequately for children who learn at different rates. This means that some children are not always being effectively challenged. Staff also do not evaluate children's learning successfully. Good levels of staff support means children receive a balance of child-initiated and adult-led activities which means children learn through play. Staff generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning. They use effective questioning that help children to think and reason within their play. The play environment is well-organised and encourages children to be self-sufficient.

Children eagerly enter the playroom and settle down at the activities. They are confident and are very aware of the daily routines. Children move around the activities at their own pace and demonstrate good levels of concentration as they complete tasks to their own satisfaction. They respond with enthusiasm to the visitor who talks to the children about keeping themselves safe. Children form good relationships with one another, they join together at activities with their friends and negotiate their play. For example, a small group of children work together to build up the train track. Children's behaviour is good, staff give clear explanations and boundaries which enables the children to learn what is right and wrong. They help one another. For example, at the painting activity they hold the salad spinner whilst their friend turns the handle to do their art work or go and collect additional resources for their friends. Children demonstrate pride in their work, as they show their peers and adults their completed art work. They are developing an awareness of their own culture and beliefs and those of others, through the resources and planned activities.

Children's language skills are developing well and they are keen to communicate their ideas. They show awareness of the listener, and are starting to negotiate with others whilst playing. Children confidently use sign language for their morning greeting and name during registration, and sign the animals in the story. They are encouraged to link sounds to letters and some children sound out the letters as they write their name. Reading skills are developing, as they recognise their own name and simple signs and labels around the setting. Children know how books work and handle them with care. They enjoy listening to stories within groups and individually, and share books with friends. Children are encouraged to write their name or make their own mark on their art work, and are keen to work in the writing area.

Most children can count confidently and show increasing skills in recognising and using numbers to support their play. For example, recognising the numbers on cards and matching them to the corresponding numbers on the telephones. They also count the total number of boys and girls, then add them both together using the abacus. Through practical activities such as 'Kim's game' children are learning early subtraction. As children play in the sand they are beginning to understand the concept of weight and measures as they talk about which container has the most sand in and which is the heaviest. Children complete jigsaws which helps to develop their mathematical ideas and helps them to problem solve.

Children are curious and like to explore and investigate, and show interest in why things happen and work. They add water to the dry sand, so they can make their sand castles more effectively. Children use magnifying glasses to discover the bugs and insects within the outside nature area. They undertake walks in the local woods to do bark rubbings and collect natural materials to use back in the nursery. Children plant seeds and grow their own flowers to plant in the nursery garden. Where they learn to tend and care for the plants. Children are very confident

with the use of the computer and can competently load and go through the programmes. They build and design with a purpose, and use the tools within the technology trolley to adapt, shape and join the materials. Children begin to differentiate between past and present as they talk about their own lives. For example, holidays they have recently been on and what they have done over the weekend. Children learn about their community through outings and visitors to the nursery. They learn to make sense of the world in which they live through playing with and using a range of resources to reflect today's diverse society. They celebrate each others birthdays and learn about the many different festivals and celebrations that occur throughout the year.

Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and others. When dancing to music the children experiment for themselves different ways of moving. Children use the wide range of large and small equipment confidently, with increasing control and co-ordination. They display increasing skills when using tools in their play, creative and design work. Children demonstrate understanding of good practices with regard to eating and personal hygiene.

Children have good imaginations which are encouraged through the use of small world play, creative materials, music and dance. Children imitate adult roles. For example, in role play they act out their experiences of a staff member sitting telling a story to the children, and take on the roles of the shopkeeper and customers. In the creative area, children discuss their own or others' creative ideas and are guided by staff who encourage the children to observe, express their own thoughts and develop their language. For example, children have painted their ideas of what they would like to be when they grow up and have recently done observational paintings of their favourite fruits. Children learn about and explore musical instruments and their sounds, and enjoy singing songs and rhymes.

Helping children make a positive contribution

The provision is good.

All children are valued and respected as individuals. They are cared for by staff who work very well with parents to meet individual needs. All children are fully included in the provision. Children gain a sense of belonging to the nursery as they see their art work being valued and displayed, also photographs of themselves at play. Each child has their own named coat hook and water bottle, which they can freely access as they require. Children's behaviour is fostered through the staff's use of sensitive techniques to help children deal with their emotions and reward systems that reinforce when they behave well. For example, the older children are encouraged to help tidy away through the use of tidy up cards. Reward stickers and certificates of achievements are awarded for positive behaviour or work undertaken. This helps children acquire appropriate attitudes and values. The staff provide good role models for children by being calm and polite.

Younger children are beginning to play harmoniously with each other, through the staff's reassurance and encouragement. The older children play co-operatively together, they are kind and caring to others. They take turns and share without adult intervention. The way staff organise the space and resources helps children to use their initiative and develop increasing independence. All children are beginning to learn some basic sign language, such as saying good morning, which helps them to communicate in additional ways. Children's spiritual, moral, social and cultural development is fostered.

There is a strong partnership with parents throughout the nursery, this contributes significantly to children's well-being and development. Babies settle well because staff work closely with

parents to ensure they follow the home routine and make time to exchange information daily. Staff continue to share important information throughout the nursery and provide daily feedback sheets for all children under three years, indicating what each child has eaten and the activities undertaken during the day. A variety of further ways to involve and inform parents about the nursery, such as clear information displays and newsletters, helps to keep parents informed.

The partnership with parents of children who receive nursery education is good. Parents receive quality written information about the provision, its routines and the educational programme. Each term parents are provided with an information sheet of things to do at home to help support their child with the current topic. Parents are kept informed about their child's achievements and progress through informal discussions and the twice yearly progress meetings with their child's key worker. Children benefit from parents being made aware of their child's progress and achievements.

Organisation

The organisation is good.

The premises are well-organised, both indoor and outdoor space is laid out to maximise play opportunities for children. Children benefit from the effective recruitment and vetting procedures which ensures suitable staff work with them. Clear and supportive induction processes help staff settle into the nursery and to understand the policies and procedures. A staff appraisal system identifies the staff's strengths and training needs. High priority is given to on-going training, which means children benefit from staff having up to date knowledge and awareness of issues. The current staff group are a strong and supportive team, they are well qualified and have a wealth of experience of caring for children. Appropriate arrangements are in place to ensure sufficient staff work with the children and that unexpected absences can be covered. Effective use is made of ancillary staff to enable childcare workers to concentrate on their primary roles.

The clear policies and procedures are known by staff so that children benefit from appropriate practice. Management take swift action to review these in the light of changing requirements. For example, they have recently updated the safeguarding children policy and procedure to reflect current regulations. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the nursery education is good. The management have developed sound aims and values for the provision and the manager has a clear vision for continuing their improvements for children's care and education. The manager motivates staff and children, and has built a committed team. Appropriate systems are in place to monitor and evaluate the effectiveness of the nursery, including parents' feedback sheets and questionnaires. They have recently undertaken their own self evaluation of practice and developed an action plan for their identified improvements for the whole nursery.

Improvements since the last inspection

At the last Children Act inspection in 2003, the provider agreed to ensure that the accident records contained more information about the circumstances of the accident, the injury and treatment and to gain parental signature. The system of recording minor accidents was reviewed and all staff made aware of what to record. Apart from a few records that do not show sufficient information about the injury, the records contain the relevant information to protect children.

Ensuring that children's welfare is safeguarded. The provider also agreed to ensure that the meals reflected a more nutritious diet, with reference to minimising the use of processed foods. The menus were looked at and now all meals are prepared and cooked with fresh ingredients. Thus providing the children with a more nutritious and balanced diet.

At the last nursery education inspection in 2005. The provider agreed to make full use of all opportunities which encourage children to explore natural materials further. Within the playroom they now have a free choice trolley, which has lots of additional resources some of which are of natural materials. Children can freely access these to explore for themselves or to extend their play. Which promotes their independence. They also agreed to extend the provision of writing materials into the modelling area. Within the free choice creative area there are lots of mark making implements and paper, which children can freely access for themselves. Paper, rulers and pencils are now routinely provided at relevant activities. This ensures that children have the opportunity to practise and consolidate their writing skills.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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 accident records contain sufficient information to protect children
- improve hygiene routines with reference to the younger children washing their hands before eating their snack.

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):

- extend planning to include how the activity can be adapted to suit children who learn at different rates
- extend the current evaluations of the focused activities to cover children's learning in line with the intended stepping stone.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk