



## Butterflies Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY297876
<b>Inspection date</b>	16 June 2005
<b>Inspector</b>	Susan Smith
<b>Setting Address</b>	11 Eriswell Road, Lakenheath, Brandon, Suffolk, IP27 9AF
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<b>Registered person</b>	Patricia Edith Tippet
<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 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 Day Nursery is privately owned and opened in December 2004. It operates from a purpose-built building situated on a residential area of Lakenheath in Suffolk. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 16 children aged from 2 to under 5 years on roll. Of these 7

children receive funding for nursery education. Children come from the local community.

The nursery employs three staff. Two staff including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted by good hygiene routines, such as cleaning the tables with anti-bacteria liquid before snack time. Children understanding of the importance of washing their hands to help maintain good health, for example, they are told to wash between fingers and make bubbles to get rid of germs.

Children increase their understanding of the importance of a healthy diet, they are offered healthy snacks and water is available. Children's nutritional needs are met by meals provided by the parents. Children's welfare is ensured by staff implementing good procedures such as storing all meals in the refrigerator and using a probe to check the temperature of any food that is re-heated in the microwave. In addition, most of the required procedures and documents are in place. However, only one member of staff has the required first aid qualification and this means there is not adequate cover for when this member of staff is absent. They do obtain permission from parents to seek emergency treatment or advise.

Children increase their understanding of the importance of being healthy because they enjoy taking part in outdoor activities to develop their physical skills, for example, riding on toys and play games like "What's the time Mr Wolf " in the spacious outdoor play area. All are able to rest and be active according to their needs.

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

The provision is satisfactory.

Children are cared for in a safe environment where risks are minimised and they can move around safely and independently under the staff supervision. Practitioners help keep children safe in the nursery because they understand and comply with health and safety requirements, however, risk assessments are not periodically reviewed.

Children use an interesting range of safe, good quality and appropriate resources. These are well organised in child-height furniture to encourage independent access.

Children 's over all welfare is maintained by procedures and documents that promote safety. However, the child protection policy does not contain the correct information on what to do if an allegation is made against staff in line with the local Area Child Protection Committee procedure. Although staff are aware of what action to take if a

child was lost, there is no written procedure available.

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

The provision is satisfactory.

Children enjoy their time at the nursery. All children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff, who are sensitive towards their individual needs. Children are confident in their relationships with the practitioners.

Children make connection in their learning as they freely explore sand and different textures. They can choose from a wide range of good quality resources and activities. They are becoming confident communicators as they share ideas in their play, for instance running a pizza restaurant from the play house. They regularly use a range of creative materials such as paint, dough and pencils encouraging them to represent their experiences and ideas in a variety of ways.

### **Nursery education**

The quality of teaching and children's learning are satisfactory.

Staff clearly identify children's achievements linked to the stepping stones and identify appropriate areas for the next step in their learning. However, activities are not planned to extend children's learning and offer appropriate challenges. Currently one adult focused activity is planned per session which links to the stepping stones. This activity is evaluated to establish the learning outcome. In addition, the children's intended learning in the everyday curriculum activities is not identified and the learning outcomes from these activities are not always evaluated.

Staff are involved in children's play, however, they do not always adapt questioning to reflect each child's stage of development and to promote learning. They do not always encourage children to ask questions or work things out for themselves in everyday activities. For example, a group of children had three chairs for four children, staff did not ask the children "what can we do"?

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the session. They are developing independence, learning to persevere and are confident. Staff value children's work and give positive praise. Children can recognise their name and are beginning to form letters. They are learning letter sounds and names, however, they do not freely choose to look at books independently. Children do have access to some creative materials and are able to freely explore colour and texture through adult lead and child initiated activities. Children enjoy imaginative play, for example, holding tea parties in the home corner. Most children can count to 10, know some shapes and colours and use mathematical language such as bigger and smaller. They learn about capacity through water play. However, there are limited opportunities for problem solving, exploring patterns and sequencing.

Children are learning about being healthy through topics such as "all about our

bodies", and have opportunities to use scissors, threading and play dough to develop eye hand coordination and small muscle skills. Children have access to a computer and other programmable toys and are learning about how plants grow and caring for living creatures.

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

The provision is satisfactory.

Children are valued as individuals. They gain an understanding about the wider world and communities through celebrating festivals and by having access to a range of play resources which show some positive images of culture, ethnicity, gender and disability. The individual needs of the children who attend are met. The setting has effective arrangements to care for children with special needs although none currently attend.

Some children find it hard to share and staff are inconsistent in implementing behaviour management strategies. Sometimes leaving situation to solve themselves, so children are not able to understand right and wrong behaviour and to care for others. Staff do use praise positive behaviour and sometimes use distraction to solve conflict.

Partnership with parents is good, for example, the group e-mail photographs to parents who are posted abroad so they are kept up to date with their child's progress. Children benefit from the two way communication system in place with parents to ensure consistency of care. Parents particularly appreciate the individual children's progress reports. The setting fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

Although this is the group's first inspection since registration, they are making sound progress toward providing a safe and stimulating childcare environment. The operational plan including policies and procedures are generally in place and work in practice to keep children healthy and safeguard their welfare. However, systems are not in place to ensure volunteers working with children are safe to do so. The children are being supported by good staffing levels and they are at ease in the well-organised environment. This means they are confident to initiate and extend their own play and learning.

The quality of leadership and management of the nursery education is satisfactory. There is a friendly atmosphere and the staff do know each other strengths and area's of responsibilities. However, not all staff have a sound understanding of the Curriculum Guidance for the Foundation Stage and how to apply this in practice to support children's learning. All staff are committed to continuous improvement and development. They are aware of the Birth to three matters framework and have

identified training to increase their understanding and knowledge. They are beginning to identify areas to improve the setting, such as developing an additional storage area, enabling the undercover area to be available to offer a wide range of outside activities in all weathers. Most policies and procedures are in place and support staff in working very successfully in partnership with parents. Overall, children's needs are met.

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

Not applicable.

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

There are no complaints to report.

## **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 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 there are effective procedures in place for checking that volunteers are suitable to work with children
- ensure that the Child Protection policy includes procedures to follow if an allegation is made against staff in line with the local Area Child Protection Committee procedure
- ensure that all documentation is in line with current regulation with regard to; obtaining parents written permission to seek emergency advise or treatment and loss child policy

### **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):

- ensure planning identifies learning opportunities in the everyday/routine

curriculum and is linked to the stepping stones

- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development

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