

Butterfly's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY346645
Inspection date	09 August 2007
Inspector	Maralyn Chiverton
Setting Address	Cheswold House, Cross Hill, Hemsworth, WF9 4LQ
Telephone number	01977 619000
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Registered person	Butterfly's Day Nursery
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?

Butterfly's Day Nursery is one of three privately funded nurseries. It was registered in February 2007 to care for no more than 45 children under five years of age. At present there are 35 children on roll, of whom three are in receipt of nursery education funding. The nursery is situated in the village of Hemsworth on the outskirts of Wakefield. The setting serves local and surrounding areas.

Care is provided in a purpose-built building. There are three main playrooms. Children have access to an enclosed outdoor area. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The nursery supports children with learning difficulties and disabilities.

There are eight staff who work directly with the children, seven of whom have an appropriate childcare qualification. The eighth member is working towards an appropriate childcare qualification. The setting has the support of the local authority and is undertaking a recognised quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment which is exceptionally clean and welcoming. They thrive because staff are very proactive in promoting good health and hygiene practice, as well as being vigilant in ensuring the setting remains clean and hygienic. For example, staff follow a daily checklist for keeping the kitchen clean and hygienic, as well as a stringent nappy changing procedure which includes the use of disposable gloves and aprons and helps to prevent cross-infection. Children are encouraged to be independent in their personal care. Their understanding of the reasons for personal hygiene are well promoted through discussion and explanation.

Children are provided with a variety of well-balanced, nutritious meals and snacks, which include homemade fishcakes, savoury rice, fresh fruit and vegetables. Staff are very proactive in developing children's understanding and awareness of what constitutes a healthy lifestyle through colourful posters and activities, such as baking. Staff use this activity as an opportunity to discuss the benefits of healthy eating. Children are provided with fresh fruit and are able to independently access fresh drinking water. They have access to a comfortable area for rest and relaxation. Children are well protected from infection through the implementation of a detailed, well-written sick child policy which requests that parents adhere to exclusion periods for communicable illnesses.

Babies and young children under two years of age are made to feel special through an effective key worker system and shared understandings between parents and carers. They receive very good attention and support, which fosters and promotes their emotional well-being. Younger children freely explore their own environment with confidence and independence, whilst babies learn to gain good control of their bodies through being encouraged to roll, crawl and pull themselves up. Children's individual needs are well met through the staff's good knowledge of each child's sleeping and eating patterns. Staff work closely with parents to ensure home routines are followed at nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the high priority placed on their safety. They are kept very safe in premises that are secure at all times. Children benefit from the very effective procedures in place to record their arrival and departure times as well as the recording of any visitors to the nursery. The implementation of effective well-written policies and procedures, such as a visitors' book and the use of passwords, ensures no access to unauthorised persons. The setting is well managed and effectively organised into areas of learning where children move around safely and freely. Children are able to independently choose from a broad range of toys and resources which are safe, suitable and appropriate to their needs. These are checked on a regular basis to ensure they are safe to play with. A daily checklist of all areas ensures children are kept safe at all times.

Children's understanding of personal safety is well promoted through simple discussion and being an integral part of the daily routine. For example, children regularly tidy away resources to avoid falling over and hurting themselves and staff members ensure floors are kept free from water and sand. Children regularly participate in fire evacuation procedures, which are

carried out in a calm and reassuring manner. All fire evacuations are recorded, which allows for any concerns to be identified and minimised. Children are kept free from harm through the very good understanding of staff with regard to child protection issues. Staff know they have a statutory responsibility to protect the children in their care.

Babies and young children under two years of age develop their own boundaries. They are beginning to understand the need for a balance between freedom and safe limits as well as being provided with good opportunities to make safe choices. Shared information communicated on a daily basis ensures the children are kept safe at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident, happy learners who enjoy coming to the setting. They show good concentration skills and interest in what they do. Children benefit from a stimulating environment, which is well planned and organised into areas of play and learning. They show enjoyment and involvement in their play and make good progress because staff understand their role and responsibilities with regard to children's learning. Children are well supported in their play through constant interaction with staff, who are enthusiastic and actively contribute to promoting and extending children's learning. However, there is no clear procedure in place to identify what a child knows and can do when entering the setting.

Children are provided with a broad range of exciting activities and well-balanced resources which effectively promote their learning. For instance, they learn about cause and effect when baking and are offered good opportunities to develop their creative and imaginative skills. Children enjoy dressing up and re-enacting personal experiences of going on holiday using small world figures. Children's understanding of right and wrong is well promoted through discussion and simple explanation.

Babies and young children under two years of age receive lots of encouragement to respond to their environment in a creative way. For example, they explore the textures of mashed potatoes and cooked spaghetti, as well as painting and participating in action rhymes. They are provided with a very good range of natural materials which allow them to build on their natural curiosity and become competent learners in matching, sorting and classifying.

Nursery Education

The quality of teaching and learning is good. It is rooted in a secure understanding and sound knowledge of the Foundation Stage and early learning goals, as well as the implementation of detailed planning which links into all six areas of learning. A flexible approach to planning allows children to learn at their own pace and make good progress in all six areas of learning. Staff use good questioning skills and additional resources to challenge children's thinking. Children's learning is monitored and recorded through written observations and pieces of children's work. However, there is no clear procedure in place to identify what a child knows and can do when entering the setting. Evaluations of focused activities inform future planning and include the next steps in extending children's learning.

Children show interest and excitement in all that they do. They are very confident, motivated learners who enjoy working in groups and independently. Children join in when appropriate and assume responsibility for their personal care. They count competently up to 10 and use number in familiar contexts. Children are able to recognise their names and are beginning to

form recognisable letters. They have a good awareness of their environment and the wider world through a broad range of resources, hands-on experiences and focused activities. Children enjoy using all their senses to explore a wide range of activities and experiences, such as baking, taster sessions and the use of textured materials.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well cared for in an environment where each child's individuality underpins the ethos of the setting. Children are highly valued and respected as individuals and receive constant support and encouragement to make a positive contribution. Children's individual needs are given the utmost priority and they benefit from staff's highly comprehensive understanding of their role in promoting equality of opportunity and implementation of well-written, detailed policies and procedures. Children with learning difficulties or disabilities are exceedingly well cared for through daily access to a highly skilled and experienced coordinator.

Children benefit from an environment that is rich in promoting diversity through an excellent range of resources and photographs which clearly depict positive attitudes and significantly enhance children's understanding of diversity. Children display a very caring, positive attitude to one another; they are able to share and take turns and are exceptionally well behaved. A consistent approach to behaviour management promotes well children's understanding of appropriate behaviour as well as effectively helping them to take responsibility for how they behave towards each other. Children's spiritual, moral, social and cultural development is fostered. Staff and parents complete and sign an agreement form, which include nursery staff undertakings as well as parents' agreements; this ensures that children's individual needs are well met.

Babies and younger children are celebrated as individuals through an effective key worker system, which ensures they feel valued and their personal routines well catered for. They benefit from staff members' highly comprehensive understanding that young babies find comfort from 'snuggling in' and being provided with cosy corners with soft, inviting surfaces.

Partnership with parents is outstanding. Parents feel welcomed and actively encouraged to make a positive contribution to the setting through an open-house policy. They receive quality information about the provision and Foundation Stage through parent evenings, displays, regular newsletters and a colourful parent information booklet. Planning of activities linked into the early learning goals is clearly displayed for parents to see, which further promotes their understanding of how children learn through play. Parents are encouraged to be involved in their child's learning through supplying resources linked into planning, looking at their child's individual files and adding comments of their own. They receive verbal as well as written information about their child's progress.

Organisation

The organisation is good.

Children benefit from a stimulating, well-organised and managed environment. Effective implementation of detailed, well-written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children are well supported by a very good ratio of skilled and experienced staff who work exceedingly well as a team. They benefit from the staff's motivation, enthusiasm and enjoyment, as well as their very good understanding of their role and

responsibilities in developing and extending children's learning. The provision is well managed by full- and part-time staff with effective contingency plans in place to ensure the adult to child ratio is well maintained and adhered to. Children are well cared for by key workers who place great importance on building trusting and supportive relationships with their key children and their families through an open-house policy. All individual records of children are shared with parents.

The leadership and management of the nursery education are good. The leadership and management team has a clear vision of how to improve the quality of care and nursery education, which is shared with all staff and used to steer the work of the setting. Staff are well supported, they feel valued and respected and work very well as a team. Staff attend regular training to further their knowledge and understanding of early years care and education. Strengths and areas for improvement are effectively monitored and evaluated through minutes from team meetings and self-evaluation, as well as monitoring visits from the local authority. Management and staff are fully committed to providing a quality, integrated service between care and education to enhance children's learning as well as promoting an inclusive environment where every child matters. The nursery are looking to gain accreditation from a recognised quality assurance scheme.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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):

- devise a procedure for identifying what a child knows and can do when entering the setting (also applies to nursery 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):

- make improvements as indicated in the care section above.

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