

# Butterflies Early Years Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY361738
<b>Inspection date</b>	22 April 2008
<b>Inspector</b>	Ann Webb
<b>Setting Address</b>	Fagley Lane, Eccleshill, Bradford, BD2 3NS
<b>Telephone number</b>	07816 236885
<b>E-mail</b>	
<b>Registered person</b>	Butterflies Early Years Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 Early Years Centre was registered in 2007. It is privately owned by a limited company and operates from a single storey, purpose built unit, in the Fagley area of Bradford, in West Yorkshire. There is one playroom for children and an outdoor play area is available. The setting serves the local community and has close links with St Luke's Primary School. A maximum of 26 children may attend at any one time. There are currently 41 children on role including children who are in receipt of nursery education funding. Four members of staff are employed, all hold relevant childcare qualifications. The setting receives support from the local authority.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

The children's understanding of healthy eating is good. For example, they taste a variety of healthy snacks such as, toast, fruit and yoghurts. Drinks of water and milk are available at

intervals during each play session. Additionally, posters of healthy ingredients and replica fruit and vegetables are on display.

There are daily opportunities for the children to have fresh air and exercise. They play outside at intervals throughout the session and enjoy physical play with tricycles, skipping ropes, balls and balancing disks. Indoors there is sufficient space for the children to move around in comfort and to play with toys on the floor if they wish.

The children's health and well being is further promoted through a clear sickness policy and the management of children's illnesses. Parents are contacted if a child becomes unwell and children with an infectious illness are required to remain at home.

The children contribute well toward their own hygiene routines and know that they need to wash their hands after toileting and before they eat. Visual prompts in the toilet areas further support the children's understanding about the importance of hand washing.

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

The provision is good.

The children are cared for in a very safe and secure environment where potential risks are minimised effectively by the staff. For example, written risk assessments are completed for indoors and outdoors, hazardous materials are inaccessible and activities and resources are suitable for the ages of the children. Additionally, the premises are secure and children are unable to leave unaccompanied. The system used to monitor visitors to the setting is well managed by the staff and all visitors are asked to sign in. There are accurate details of when staff and children are present.

All areas used by the children are well organised with safe storage for furniture and equipment. The children play with a good range of toys which are safe and in good condition. Careful consideration is given by the staff to ensure that the activities they provide are appropriate for the ages of the children and that they can be safely and independently accessed.

The children are helped to keep themselves safe indoors and outdoors. The staff give gentle reminders about safety, they explain to them about not running and pushing, and during emergency evacuation practices the children learn about fire safety. Additional visits from the road safety service, the fire department and the police service further enhances the children's understanding of keeping themselves safe.

The children's safety is further promoted as the staff have a reasonable understanding of how to protect the children in their care. There is a written child protection procedure which is shared with parents and key staff have recently updated their child protection knowledge through training.

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

The provision is good.

The children are happy and interested in a rich learning environment. Their learning is very well supported through a good variety of resources and planned activities. Each day the children are able to access sand, water, painting, construction, role play craft and creative resources. Additionally, adult led activities such as growing sunflowers encourage the children to explore the natural world. They eagerly present bunches of artificial flowers to adults from their 'flower

shop' wrapping them carefully in decorative paper. During this activity they act out shopping and serving scenes, taking money from their friends and operating the cash register.

During a construction activity the children search out animals and figures, they mimic the sounds of the animals and confidently join and assemble the pieces to represent buildings. Children using the train track talk about familiar journeys and say they are going to Bradford on a train. They know that they can also travel by car and bus.

Children in the home area act out familiar events such as cooking and washing up. They know which resources they need and improvise when needed. The children are content to play in small groups with their peers and also invite adults to join them in their play.

There is good interaction between the children and the staff. For example, the children talk about their home lives and the staff encourage the children to talk about their interests. This has a positive effect on the children's confidence and on their emerging language skills.

#### Nursery Education.

The quality of teaching and learning is good. The staff are knowledgeable and well informed with regard to the Foundation Stage. They plan a varied, interesting and enjoyable program of activities and learning opportunities for children of all abilities and ages. Resources are well organised and presented in an enticing way. This stimulates the children's curiosity and encourages them to explore and investigate their surroundings. The staff track the children's progress against the stepping stones which enables them to effectively plan for the next steps in children's learning. Planning shows how activities are evaluated and how individual children's learning is taken into account.

During everyday activities the children participate in group and one to one work. They are very sociable and confident and are able to express their needs and make their own decisions. Relationships between children and adults are well established, informal and friendly. Conversations are continuous and the children experience a language rich environment.

The children develop well in mark making. The older and more able children are able to write their names with confidence, sounding out the letters which spell their name. Younger children make marks to represent letters and use pencils, crayons and paint with good control and coordination. They are interested in books for pleasure and for reference and browse their favourite stories together.

The children take a keen interest in numbers for counting. For example, they join in with number rhymes and are eager to perform 'five little speckled frogs' for their friends. Some children are competent with information technology. They are able to complete simple number programs and operate equipment with confidence. Older children are able to count to ten and beyond.

During outdoor play the children enjoy being physically active and are able to run around carefully. They can competently kick and throw balls and make good attempts at skipping with ropes. However, there are no opportunities for the children to practice skills needed for climbing and jumping.

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

The provision is good.

There are good behaviour management strategies in place, for example, the children are praised for good behaviour and explanations are given where behaviour is unacceptable. The staff give the children gentle reminders about not running and pushing and consequently the children behave well and know what is expected of them.

The children learn effectively about the diversity of the world in which they live. For example, they use resources which reflect a positive image of race, gender and disability, such as books, small world figures, puzzles and role play. Additionally, they join in the celebration of festivals and traditions other than their own. For example, Chinese New Year, Christmas and Harvest festival. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive regular information regarding all aspects of their children's care and education. For example, they sign accident reports and medication records. Additionally, there are information updates, policies, procedures and activity information prominently displayed for parents to read. Parents are able to contribute toward their children's learning through self registration and bringing items from home for specific themes and activities. The staff work closely with parents to ensure that the children's individual care needs are successfully met.

## **Organisation**

The organisation is good.

There are good systems in place to ensure that the staff are suitable to care for the children, for example, background checks, references, induction process and further training. There is a clear management structure which provides support for staff at all levels through supervision, appraisals and staff meetings.

The environment is well organised. The staff work well as a team and they know their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. Most of the required documentation, such as emergency contact and registration details are in place and are easily accessible. However, there is no written permission from parent to seek emergency medical advice and treatment. Additionally, the child protection policy does not contain the correct details regarding the procedure to follow in the event that an allegation is made.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training. The staff regularly work with relevant professionals and members of the local community. All the staff are fully involved in planning the curriculum and assessments records are frequently updated by the child's key worker. Overall, the provision meets the needs of the range of the children for whom it provides.

## **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 complaint 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):

- obtain written parental permission to seek emergency medical treatment and advice
- update the child protection procedure to include notifying the regulator.

#### **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):

- provide opportunities for children to develop large physical skills with regard to climbing.

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](http://www.ofsted.gov.uk)