

Butterfly Day Nursery

Inspection report for early years provision

Unique reference number 221567
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Inspector Jean Goodrick

Setting address 27a Elizabeth Way, Cambridge, Cambridgeshire, CB4 1DD

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Butterfly Day Nursery has been registered since 1989. It operates from purpose-built premises and is located close to Cambridge city centre. Children have the use of three group rooms on the ground floor and there are two enclosed outdoor play areas. The baby unit is on the first floor. Opening times are Monday to Friday from 08:30 to 17:30 all year round. The baby unit is open from 8.00 until 18:00. Split sessions are offered so children can attend either part or full-time.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for no more than 49 children at any one time. At present there are 46 children on role, 10 of whom are funded three and four year olds. There are a significant number of children attending who have English as an additional language.

Nine staff are employed by the nursery, four of whom have early years qualifications. Five staff members are currently on training programmes. The nursery receives support from the local authority early years team.

Overall effectiveness of the early years provision

Overall children's individual needs are satisfactorily met in this small, friendly nursery. Staff generally have a sound knowledge and understanding of child development and they are developing their understanding of the Early Years Foundation Stage. Children's welfare is given a high priority, their uniqueness is respected and the range of learning experiences for older children is adequate. Sensitive care for babies in a comfortable and spacious environment is a strong feature of this nursery. Staff are enthusiastic about making improvements in the provision. They are willing to work with other agencies to meet children's individual needs and respect for cultural and linguistic diversity is suitably promoted.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop children's assessment records so that they can be used effectively to identify next steps and build on what individual children know, understand and can do
- develop staff's understanding of inclusive practice and promote positive attitudes to diversity through activities which encourage children to talk about similarities and differences and the reason for these; and provide opportunities for children to develop and use their home language in their play and learning
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities delivered through indoor and outdoor play
- implement systems to monitor and evaluate the provision for the Early Years Foundation Stage so that all children have good quality learning experiences

- continue to develop staff's knowledge and understanding of the Early Years Foundation Stage.

The leadership and management of the early years provision

Effective vetting and safeguarding policies and procedures are implemented conscientiously by staff in order to promote children's welfare. Comprehensive risk assessments are in place and regularly checked so that any problems can be quickly addressed. Parents have access to these policies so that they are aware of staff's responsibilities. Staff attend training to update their knowledge and understanding of child protection. Emergency evacuation of the building is practised frequently so that babies on the first floor can be moved quickly by staff following guidance which has been given by the Fire Department. Therefore a secure environment is provided where children are well supervised.

Parents are appreciative of the care their children receive. They speak warmly of good relationships with the staff team, of exchanging information on a daily basis and of the benefits of a small nursery where they are well known. Parents also receive written information about changes at the nursery and events which are planned. Staff have invited parents to a 'stay and play' day where they can be involved in their children's activities. Children's progress files are taken home by parents on request and they are able to add their own comments about their children's progress and achievements.

The owner, manager and staff have begun a self-evaluation process and show a commitment to improving the provision including, for example, development of the outdoor play areas. Some recommendations from the last inspection have been addressed. However, recommendations from the last inspection relating to support for children with English as an additional language and the quality of learning experiences for older children have been carried forward at this inspection.

The quality and standards of the early years provision

Children and their families receive a warm welcome from staff when they arrive at the nursery. Children generally settle quickly and develop a good sense of belonging. Babies and younger children receive plenty of support and cuddles so that their emotional needs are well met. The baby unit provides an exceptionally spacious and well equipped environment where babies can sleep, play and have their meals. Babies receive plenty of individual support and tender personal care with respect for their home routines. Their early communication skills are encouraged in interaction with the staff. Staff also sit with older children at meal and snack times so that they develop social skills and independence as, for instance they clear their plates when they have finished. Nutritious meals are provided and children generally eat with enjoyment and suitable alternatives are usually provided for children with particular dietary requirements.

Staff are developing their understanding of the Early Years Foundation Stage and meet regularly to discuss practice issues such as providing a balance of adult and

child-led activities. They make observations of the children to chart children's development. However these observations are not yet used effectively to plan the next steps in children's learning so that activities build on what individual children know, understand and can do. Therefore older and more able children do not receive sufficient challenge and sometimes appear bored and aimless. Staff listen and respond to children with great respect and interest but do not always have the skills to extend children's thinking, nor provide sufficient additional resources which children can access independently. For example, there are limited opportunities for pre-school children to develop their imaginative play in the role play area. Children handle books with care and enjoyment and ask for 'another one' at story time. They have fun with action rhymes such as 'heads and shoulders, knees and toes' as they sing faster and faster. However some books are of poor quality and do not sufficiently reflect the backgrounds of the children who attend. Opportunities to problem solve in everyday practical activities are limited.

All children, including babies, regularly enjoy plenty of fresh air in the outdoor play areas. They pedal, climb and balance developing their physical skills and learning about a healthy lifestyle. Older children enjoy an exuberant music and movement session. Younger children have excellent opportunities to freely explore different textures and materials such as play dough, paint and gloop in the messy play room. Children generally behave well. Older children are kind to each other, for example sharing bikes in the outdoor play. Children sing while they help to tidy up and staff's expectations of behaviour are generally age appropriate.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.