

Butterflies Day Nursery

Inspection report for early years provision

Unique reference number

EY297876

Inspection date

08/01/2009

Inspector

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Setting address

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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

Butterflies Day Nursery is privately owned and opened in December 2004. It operates from a purpose-built building in the village of Lakenheath, in Suffolk. A maximum of 23 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. The indoor play area is on the ground floor of the building and double doors and a ramp at the side ensure wheel chair access.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 37 children on roll, 35 of whom are in the early years age group. The nursery receives funding for early education. The nursery also takes older children before and after school. The setting supports children with learning difficulties and/or disabilities.

The nursery employs five members of staff, four of whom hold appropriate early years qualifications. The owner of the nursery also works there on a regular basis. The manager holds a degree in early childhood studies. The nursery is supported by the local authority.

Overall effectiveness of the early years provision

Butterflies Day Nursery generally provides effectively for children in the Foundation Stage. The nursery provides a welcoming and inclusive environment for children and staff have built up secure relationships with the children. The nursery provides information to parents about their children's activities and achievements and works well with them to help children to settle in. The owner and manager have a commitment to staff training. Procedures to keep children safe are mostly effective.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to be active and to improve their skills of co-ordination and movement, with particular reference to providing opportunities for physical play at times that are suited to children's individual needs
- develop the planning to show how individual children can be challenged
- review the complaints policy to ensure that it accurately reflects current regulations.

To fully meet the specific requirements of the EYFS, the registered person must:

- identify in the risk assessment all aspects of the environment that need to be checked on a regular

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basis, including procedures for the safe use of the trampoline (Suitable premises, environment and equipment)

- carry out a full risk assessment for each type of outing (Safeguarding and welfare).

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The leadership and management of the early years provision

Children's welfare, learning and development are suitably promoted. There are systems in place for monitoring and evaluating the provision, although these are not fully effective in identifying weaknesses. Most of the staff team have appropriate qualifications and are encouraged to take up training. All staff are expected to undertake training in first aid, safeguarding and food hygiene. Policies and procedures are mostly in place for the safe and efficient running of the service. The setting works well with parents who appreciate the care their children receive. They are made to feel welcome in the setting and are given reassurance when trying to settle their children. Parents are able to see their children's diaries and learning records which are kept in the setting for easy access. Parents are given information about the setting through the policies and procedures which are on the website and also available in the nursery. Newsletters are sent out regularly and the notice board provides some useful information, including the complaints procedure and Ofsted's telephone number. The provider is aware of the requirement to keep a record of all complaints. However, the complaints procedure does not accurately reflect current regulations.

Children are safeguarded because all staff are suitably vetted to work with children. Staff are supported through induction and annual appraisals. All staff take up safeguarding training and have a good knowledge of what they should do if they had a concern about the welfare of a child. Safeguarding information is clearly displayed on the notice board and so is easily accessible to all staff. Daily safety checks are carried out on the indoor and outdoor environment. Children are well supervised to keep them safe and have to follow the rules when playing on the trampoline. However, the risk assessment is not an effective tool in identifying and minimising hazards and does not cover all aspects of the setting. A risk assessment has not been carried out on the large outside trampoline and the manufacturers guidelines have not been followed. Procedures are in place to keep children safe when walking to and from school but a full risk assessment has not been carried out on this type of outing.

The quality and standards of the early years provision

Children make satisfactory progress in their learning and development. They are able to freely access a suitable range of activities. Resources are organised in low level storage units so that children can access them independently and staff support children by fetching items to develop their play. Staff sit with children and support them as they play, chatting to them and asking questions to encourage them to think. Children are very confident and communicate with staff and each

other, playing alongside each other and in small groups. Children are able to ask if they want to play outside but there are no large physical play opportunities indoors and there are times when staff do not pick up on the need for children to be active and this has an impact on children's behaviour as their play becomes less purposeful at these times. Staff make regular observations of children's learning and development and record these along with the next steps for their development. Key workers know what they are focussing on for individual children. However, information from the next steps is not used to inform the planning, to ensure that individual children are provided with challenging activities geared to their individual needs.

Children chat freely to staff who listen and talk to them about their experiences. Print is displayed in the room and children have opportunities to make marks and some are able to write their own name. Children enjoy stories in small groups and at circle time. They are able to express themselves using paint, pencils or play dough and their individual creations are valued. Children use their imaginations, making pretend birthday cakes or bathing and looking after baby. Boys and girls of different ages join in with this activity and are able to be involved for some time, with staff extending the play by sensitive questioning. Children have opportunities to count during the routine of the day and compare different groups of numbers. They problem-solve as they play in the water or use the tools and woodwork. Children's independence is fostered as they wash their hands and cut up their fruit for snack, using safety knives. Children learn to explore the world around them through water play and play dough and enjoy shovelling the snow in the outside area. Children are forming friendships and learning social skills as they are encouraged to take turns and share resources. They use the computer confidently, making their own pictures and working singly or in pairs.

Children's welfare is suitably promoted. They are offered a choice of fresh fruit for snack and fresh drinking water is available at all times. Children are learning to wash their hands and are reminded that they need to do this to get rid of germs. Packed lunches are stored in the large fridge and temperatures are regularly tested. The setting has a policy on promoting healthy eating. Staff are deployed to ensure that children are safe and well supervised. Children are reminded to behave appropriately to keep themselves safe and some explanations are given. Behaviour is managed positively and children generally play purposefully although noise levels are high at times when there is a need for physical play. Children are learning skills for the future as they learn to play with each other, form relationships, develop literacy and numeracy and use the computer.

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?	2
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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the Early Years report (Suitability and Safety of Premises and Equipment) 13/02/2009
- take action as identified in the Early Years report (Welfare of the children being cared for). 13/02/2009

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 which required the provider to take action.

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.