

Butterfly's Day Nursery

Inspection report for early years provision

Unique reference number	EY302657
Inspection date	27/03/2009
Inspector	Lindsay Helen Dobson
Setting address	Unit 12 Selby Business Park, Bawtry Road, Selby, North Yorkshire, YO8 8NB
Telephone number	
Email	
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's Day Nursery has been registered since March 2005. It is a purpose built private day nursery situated on a business park in Selby. The owners of the setting also run full day care settings in Leeds and Wakefield.

The nursery is mainly open plan; there are four main play areas, children's bathrooms, a kitchen, office, staff room and disabled facilities, all set over two floors. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 84 children from birth to 8 years. There are currently 99 children on roll, who attend for a variety of full and part-time sessions. It operates all year round and opening times are Monday to Friday 07.30 to 18.00. Children come from a wide catchment area, although the majority of children currently attending are local to the setting.

The nursery employs 14 members of staff who work with the children this includes a manager, deputy and cook. There are also seven staff who are contracted to provide contingency cover. All staff hold, or are working towards recognised childcare qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff ensure that all children enjoy a wide range of planned and spontaneous activities that are tailored to suit their interests and learning needs. The nursery is bright, warm and inviting to all, therefore ensuring a welcoming, an inclusive environment is established. The partnership with parents and carers is good, however, information is not fully shared to support younger children's continued learning at home. There are extensive and effective policies and procedures are in place to ensure children's physical and emotional security. Staff demonstrate a very positive attitude to providing quality childcare and education and are continuing to develop the process of self-evaluation to identify further areas for improvement.

What steps need to be taken to improve provision further?

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

- develop current systems to ensure the parents of younger children can be actively involved in and support their learning and development
- further develop links with other providers of the early years foundation stage to ensure consistency of learning for children.

The leadership and management of the early years provision

The effective procedures for evaluating daily practise and developing clear plans for the future demonstrate the setting's good potential for continuing to improve the outcomes for children. The owner and manager have a clear vision for the future and a genuine desire to provide high quality childcare. There is a positive attitude to feedback and this is actively sought from staff and parents. All recommendations raised at the last inspection have been well met and have enhanced areas of play for the children and improved the safety of the setting.

Children's care is consistent and their daily experiences of the setting are positive because the manager supports staff well, offering clear guidance and support to develop the quality of the provision and for them to attend further training. The diligent daily implementation of policies and procedures enhances the efficient running of the setting, ensuring that children are offered a safe and secure environment. Practical risk assessments cover all areas and staff carry out daily safety checks of the building and outdoor play areas. Children are gaining a clear understanding of safety issues through good daily reminders and organised routines, such as the monthly emergency evacuation drill. Comprehensive procedures for safeguarding children and staff's secure knowledge of the signs of abuse ensure that their welfare is promoted and they are protected at all times. Parents and carers follow required safety procedures well, as they do not allow people to enter the building as they leave without consent from the staff, therefore further protecting children in the setting.

The setting works well with parents, ensuring that there is a good exchange of information in order to promote children's care, learning and development. Parents are asked to complete registration forms and 'All about me' booklets to provide staff with children's routines and starting points to ensure their individual needs are fully met. Detailed notice boards, newsletters, daily records and ongoing discussions give parents a good insight into the life of the setting and their child's day. However, systems to share information about younger children's learning are not sufficiently developed to enable parents to further promote their children's learning at home. The setting has also not fully developed links with others who provide the early years foundation stage in order to offer consistency in learning for the children.

The quality and standards of the early years provision

Children play and learn in a warm, bright and very child-friendly environment, where they have ample space to move around and play. They are developing a secure understanding of the benefits of a healthy lifestyle as they are provided with nutritious foods and have daily opportunities for fresh air and physical activity. For example, children develop balance and coordination as they play together on the wheeled toys, the slide and with a broad range of other activities such as planting and growing flowers and vegetables. All meals are prepared freshly on site by the qualified and experienced cook, and include fresh fruit and vegetables. Children sit together in their peer groups to enjoy sociable meal times, more able

children serve themselves developing their ability to make choices and promoting their independence. All children enjoy snacks of fresh fruit and raw vegetables throughout the day and have independent access to drinks to ensure they remain hydrated.

Younger children and babies are very well cared for by the nurturing and attentive staff. They work together to create a secure and inviting atmosphere, in which children feel happy and relaxed. Staff demonstrate a thorough understanding of how children learn through play and allow children to follow their own interests and explore at their own pace. For instance, very young children enjoy heuristic play and investigate using their senses of touch and hearing. Children rest and sleep according to their own routines and each child is provided with fresh bed linen.

Children's learning is promoted well in all areas through an interesting and diverse range of activities and resources. Experienced and trained staff use their knowledge of how children learn and good questioning techniques to challenge children and enhance learning. For example, children's knowledge and understanding of the world is developing well through activities such as gardening, caring for snails and learning about technology through a range of equipment which includes computers, phones and weighing scales. Their knowledge of diversity comes from planned topics and themes which include celebrating festivals such as the Chinese New Year. Parents are involved in promoting children's knowledge as they are invited into the setting, they tell children their experiences from their working life such as a nurse and police officer. Outings within the local area allow children to visit the pet shop, watch the diggers on the construction site and take bark rubbings from the trees. Staff use such opportunities to further develop children's vocabulary as they introduce new words, for example, more able children are able to explain about a pumpkin and a courgette, both of which they have planted. Children of all ages enjoy books in small and large group sessions. Staff choose books which relate to the current learning of the children or which they know they will enjoy, for example, younger children thoroughly enjoy the story of 'Amazing Aeroplanes', whilst the more able children join in with a familiar story called 'Thank you'.

Children's independence is fostered well throughout the setting, they are given many opportunities to make choices. For example, children confidently choose resources, young children dress up as doctors and builders and act out using a good selection of supporting equipment and their own experiences as they use the stethoscope and hammers. They have opportunities to develop and see to their own personal needs such as toileting, hand washing and brushing their teeth. Staff offer good support to children who need this. More able children self register at various times during the day, again taking responsibility for themselves and developing a good understanding that print carries meaning. This process is enhanced as they can choose their name card from the washing line and use it throughout their room to copy from when labelling their work.

Children are developing a good understanding of safety and keeping themselves safe, through the gentle reminders from staff. Children are also showing a good level of care and respect for each other. They remind their friends to walk inside,

use the stairs carefully and help and support each other when needed, for example, when putting their coats on to go outside to play. Behaviour is well managed by staff, they offer lots of praise and a consistent approach to promote positive behaviour which is age and stage appropriate. This practice is enhanced when needed with an appropriate use of smiley face charts.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	2
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: 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.

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.