

Butterfly Nursery

Inspection report for early years provision

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Inspector Shan Gwendoline Jones

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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 Nursery opened in January 2005. It operates from four rooms in a purpose built building in the grounds of Hove Polyclinic. It is owned and managed by South Downs National Health Trust. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure outdoor play area.

The nursery is registered to care for maximum of 46 children at any one time. There are currently 78 children on roll, all of whom are in the early years age range. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. Children attend for a variety of sessions each week and are representative of the employees of the Trust.

The setting employs 19 members of staff, of whom 17 hold appropriate early years qualifications. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The nursery receives support from the local Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are valued as individuals and the setting's positive approach to inclusion means that children are developing a strong sense of personal identity. Children make good progress in their learning as they engage enthusiastically in well planned activities that reflect all areas of the curriculum. The partnership with parents, carers and other agencies is highly effective and results in children's needs being very well met. Management and staff are committed to maintaining continuous improvement. They take up opportunities to extend their professional knowledge to enhance their practice and subsequently improve outcomes for children.

What steps need to be taken to improve provision further?

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

- explore ways to promote children's choice and independence at meal and snack time

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

- seek written parental permission from parents to the seeking of any necessary medical advice or treatment in the future (Safeguarding and Welfare)

06/03/2009

The leadership and management of the early years provision

Children benefit from the consistency that staff demonstrate in their approach to supporting the children's learning. This is a direct result of the setting being well managed. Most of the required documentation for the safe and efficient management of the nursery is in place and is well-maintained. However, written permission from parents for the seeking of emergency medical treatment has not been sought, to fully safeguard children's welfare, should the need arise. The systems for recruitment and vetting help to protect children, and staff are vigilant about children's safety while in their care. The management and staff team have a positive attitude, are working together and also take advantage of training opportunities and support visits from their local development worker to improve their practice.

The nursery works very successfully with parents and carers. Parents are warmly welcomed into the setting each day. They are provided with clear information about the nursery and their children's activities, and are encouraged to take time settling their child at the nursery, enabling them to observe how the nursery routine operates in practice. The manager and staff ensure parents play a key role when planning children's future targets for learning and development, with information given to parents on how they may further extend children's learning at home. This practice helps to form positive relationships between the setting and home, and ensures children receive excellent continuity in care. In addition they have established a 'Parent Nursery Group' and the 'Parent/Carer Networking list'. This enables parents to fully effect change and establish stronger bonds with each other. Positive comments from parent include, 'There is structured learning which also includes lots of free play and choice for the children. The staff are caring and the children adore them'. Strong links are developed between the setting and other providers involved in the care of children attending the setting. Discussions and the sharing of information take place in a variety of ways, ensuring that appropriate support is identified at an early stage. Consequently, children benefit from continuity and progression for learning and care.

Detailed risk assessments are conducted and reviewed regularly to ensure hazards to children within the premises and when outdoors are eliminated. The manager and staff team have a clear understanding of child protection issues and how to protect children if there are concerns that a child is being harmed and the reporting procedures to follow. Furthermore, staff are well deployed, which ensures the children are well supervised and supported in activities. Secure monitoring procedures implemented ensure improvements that are made to the setting are evaluated effectively to promote and support inclusive practice. Management recognise the strengths within the group, including the well established working relationships with parents.

The quality and standards of the early years provision

Children's care and learning is enhanced because staff have a good knowledge of the curriculum and work well as a team to promote successful outcomes. Clear

defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Babies receive warm affection from staff, enabling them to feel secure.

Arrangements for safeguarding children are robust and recruitment procedures ensure that all staff are suitable to do their jobs. Written policies and procedures are comprehensive and ensure that staff are able to carry out their duties as required. All staff hold certificates in hand hygiene, infection control and food hygiene. Space is creatively planned and organised, encouraging children's interest, independence and investigation. They are provided with a good selection of resources and activities across all areas of learning. Children's health and well-being is suitably supported by the setting. For example, children are offered healthy snacks and drinks such as rice cakes, milk and a selection of fruit and vegetables. However, during meal and snack times children are not offered the opportunity to serve their own food portions or pour their own drinks, which does not fully promote their independence skills.

Children are supported by adults in their learning and development as staff are deployed well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through meaningful discussion or questioning. Staff have a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The planning systems clearly identify learning intentions and support children's individual learning both in and out of doors. The children's individual profiles are recorded clearly to show the progression they have made and what steps are being taken to move them on in their learning and development.

The children are enthusiastic about playing outside, younger children clap with excitement as they hurry to put on their shoes and coats. Outdoors they have many opportunities to move freely and in different ways, boosting their physical development in the process. Children enjoy messy play, feeling different textures with play dough and sand. Children have great fun as they measure and mix the ingredients to make pancakes for Shrove Tuesday. Many children are forming letters and the written text is clearly evident throughout the nursery. All children participate in a range of worthwhile activities in all areas of learning. In particular, they demonstrate proficient skills in information and communication technology. They know how to operate simple equipment and are confident in selecting and operating a computer programme. This means they are developing skills to help in their future learning.

Children respond well because staff treat them with genuine interest and respect. As a result, children behave very well and show care and consideration for other people. All staff are positive and children thrive on praise and encouragement. This means they are developing a positive attitude to their learning and are motivated to experiment and learn in a safe and nurturing environment.

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?	1
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 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.