

# Butterflies

Inspection report for early years provision

---

<b>Unique reference number</b>	EY299948
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Kerry Iden
<b>Setting address</b>	40 Norfolk Road, Littlehampton, West Sussex, BN17 5HE
<b>Telephone number</b>	01903 732113
<b>Email</b>	
<b>Type of setting</b>	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 nursery registered in 2005. It is privately owned and operates from a large house in a residential area of Littlehampton. Children are accommodated on the ground and first floor of the property in different rooms depending upon their age. The Butterflies room is for three- and four-year-olds whilst the children in the Caterpillars room are aged two to three years. Parents using the baby unit, also known as The Grubbies room, have separate access from the rest of the house. All children share access to an outdoor play area. Children attend from the local and surrounding area. The nursery supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 33 children at any one time; currently there are 70 children in the early years age group on roll. The provision employs 15 permanent members of staff. Many hold a childcare qualification at level 3, whilst others are working towards a suitable qualification.

## **Overall effectiveness of the early years provision**

Children's care and learning are significantly enhanced by the exceptional organisation of the nursery and the commitment shown by every single member of staff working within it. The provider's continual assessment of the nursery and vision for the future ensures every aspect of the provision is working the best way it possibly can. All staff work with individual families and all activities are adapted for children to offer a very inclusive environment where every child matters.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure all children have the resources to develop their understanding of technology
- ensure all children have the opportunity to access materials and resources to develop their sensory play

## **The leadership and management of the early years provision**

The provider offers an exceptionally well managed setting. She has a very clear knowledge of the strengths within the nursery and continually evaluates the provision to identify areas in which further development would enhance the nursery. The provider is very supportive towards her staff. She is hands on, working in all the rooms when needed, and ensures the smooth running of each room. She shows great respect to each and every member of staff, valuing their input and the positive impact they are having on the children attending. All staff

are monitored, both informally on a daily basis and through formal procedures, including annual appraisals. The provider helps staff wherever possible, such as in the breakdown of the Early Years Foundation Stage into areas that are relevant to the rooms they are working in. Training is identified as an ongoing role, in order to further enhance the expertise of staff and the rich experiences offered to children.

Children are well protected because staff have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local safeguarding procedures. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Staff pay high priority to establishing links between home and nursery. They obtain valuable information from the parents about babies and children's individual care needs to ensure continuity of care. Parents become involved in their child's learning as they are aware of what's happening in the nursery and the topics the children are looking at. Parents receive lots of quality information from different sources, such as notice boards, information in individual classrooms and regular newsletters. Feedback is sought regularly from parents and others using the setting, many saying how supportive the provider and her staff are to them as well as the children. The provider extends this partnership approach with teaching staff in the early years classrooms of a local school, ensuring a smooth transition from nursery to school and supplying the teaching staff with valuable information about the children's development.

## **The quality and standards of the early years provision**

Children are making massive strides in their progress from their starting points as the dedicated staff in each room have a very clear knowledge of each individual child. Frequent observations are recorded to assess what children can already do and comprehensive planning is in place to ensure all children make individual progress at their own speed to reach their full potential. All children throughout the nursery show confidence and exceptionally high levels of independence. For example, as the children in the Butterflies room prepare for going outside they put their shoes back on and many children are observed helping one another. They choose their own resources, their own healthy snacks and take themselves off to the cloakroom to wash their hands.

All staff are extremely skilled at planning activities for the children and organise many exciting activities that cover all areas of learning. For example, in the Butterflies room, the children are really enjoying their topic on growing, as they plant bulbs in the potting shed, sequence the stages of plant growth and look for roots and shoots on their beans. Meanwhile, in the Caterpillars room, the children are really enjoying learning all about one of their favourite books 'The Very Hungry Caterpillar' as they complete many craft activities, read stories and master sequence threading.

Children have excellent opportunities to develop in the area of communication,

language and literacy due to the many activities and experiences provided by the staff, for example, the 'Topic word board', where children are encouraged to look at common words and build sentences. All children in the Butterflies room have the opportunity for one-to-one time with the reading coordinator to look at books or enjoy a make-believe story. The reading coordinator introduces children to books both with and without words in them. This time is adapted for every child to make it a positive experience that all children enjoy.

Babies and toddlers in the Grubbies room communicate very well using words and gestures and increase in confidence as staff respond to the noises they make. They babble and squeal with delight as they share stories cuddled in with staff members and participate enthusiastically in child-initiated play. Staff members are skilled in the care of babies and work very closely with the parents to ensure continuity of care.

Children benefit enormously from the exceptional, well organised and vibrant learning environment. Staff prepare the rooms prior to children's arrival although the ever changing environments of all three rooms allows the babies and children to make decisions about changes of equipment. A good range of equipment and resources are available throughout the nursery, although the children in the Grubbies room have less opportunity for sensory play, and technology equipment is limited in the Caterpillars room.

There is a wealth of documentation for staff and parents, providing quality and relevant information about all aspects of the nursery. The provider regularly reviews and updates all policies and information to ensure they are in line with current guidance. This complements the exceptionally high quality of care and education that the children receive, which gives them an excellent start and promotes positive outcomes.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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

## **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.