

Butterfly's Day Nursery

Inspection report for early years provision

Unique reference number	319385
Inspection date	06/05/2009
Inspector	Ann Webb
Setting address	Melbourne Street, Morley, Leeds, West Yorkshire, LS27 8BG
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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 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 first opened in 1998. It is privately owned and provides full day care for the locality and surrounding areas. It is located in a central position in the town of Morley, on the outskirts of Leeds, in West Yorkshire. Care takes place in a single-storey building including a conservatory area mainly used for the care of children before and after school and during school holidays. Children in the nursery are organised according to their age, with some flexibility, depending on the stage of development of individual children. All children have supervised access to the secure outdoor play area and the nursery toilet facilities.

The nursery is registered to care for 62 children. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register and currently has 86 children on roll, 81 of whom are in the early years age range. The nursery provides full-time and part-time places and is open throughout the year, closing only between Christmas and New Year, Bank Holidays and for two staff training days each year. Daily sessions start at 07:30 and finish at 18:00.

There are 19 members of staff who work with the nursery children who are full-time and part-time. All of these staff hold recognised qualifications in childcare and early years education. Staff receive a good level of support from the local Early Years Development and Childcare Partnership, including advisory teacher support.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Clear evaluation enables the setting to identify most areas for development and to implement targeted improvements, for example, the development of the outdoor play area. However, observations of children during outdoor play are not used to track their physical development and staff do not have a sufficient awareness of some of the potential hazards to children whilst outdoors. Good partnerships with parents ensure that information regarding children is used efficiently to maintain good levels of care and learning and to ensure that their individual needs are recognised and valued.

What steps need to be taken to improve provision further?

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

- improve the staffs knowledge and understanding of potential hazards to children with regard to outdoors and outings
- ensure that observations of children during outdoor play are used to plan for and track children's physical development.

The leadership and management of the early years provision

The setting is well organised with clear and detailed records, documents and procedures which support the children's individual care needs and most areas of their safety, such as hygiene routines and maintaining mostly good levels of safety. However, they do not always identify potential hazards to children with regard to the outdoor area and on outings. Resources are safe, suitable and very well presented which enables the children to make independent choices. They reflect positive images of race, gender and disability and support the children's understanding of diversity and traditions other than their own well.

The staff have a good understanding of how to protect the children in their care, they understand their roles and responsibilities and know how to report and record any concerns. The premises are secure and there is a clear signing in and out procedure for staff and visitors. There are appropriate opportunities for the staff to attend training to continue their professional development and keep up to date with current childcare practice. For example, first aid, child protection and the Early Years Foundation Stage.

The management has established good systems to support and identify areas of strength and weakness, for example, the quality assurance scheme and parent and staff questioners. These are used effectively to plan for improvements to the provision for example, the development of the outdoor play area. Partnerships with parents and other providers are well developed and contribute significantly toward the consistent care and learning of all the children. Since the last inspection a number of improvements have been made, which include, redecoration to all areas, roofing and surface repairs and training for all staff on the Early Years Foundation Stage. These improvements contribute successfully toward the safety, welfare and learning of the children.

The quality and standards of the early years provision

All children are very well supported by caring staff who strongly encourage the children to be independent and able to contribute. For example, older children help themselves to food at lunch time, confident to make decisions about how much and what they put on their plates. Younger children sit together to enjoy a sociable meal time, experiencing and practicing feeding themselves with the support of the staff. Additionally, the children are comfortable and familiar with daily routines for hand washing and dressing themselves for outdoor play, they understand that cleaning their teeth after meals keeps their teeth clean.

During their everyday play the children use a good range of resources which effectively support their learning in all areas. All the children handle and experience materials which develop their senses, for example, they explore custard and cornflakes with curiosity, squeezing the differing textures between their fingers. Older children use materials which encourage them to mark make with a purpose, for example, paint, crayons and pencils. Older and more able children make good attempts to write their own names. Their learning environment is rich

in language and number, the staff talk to children about the things which interest them and encourage them to count familiar and everyday items and play number games.

The staff have a mostly good awareness of the Early Years Foundation Stage and plan a good range of learning experiences for most areas of children's learning. However, they do not always use observations of children's physical development during outdoor play to plan for further challenges and learning experiences. The younger children discover how to grasp and hold equipment as they manipulate spoons, toys and other everyday items and the staff are confident to support babies as they develop different ways to communicate.

All the children enjoy music, stories and singing, the older children are enthralled by a tale of a witch and listen intently as the story unfolds. The story teller keeps the children's attention well, giving the children the opportunity to join in with the plot. Younger children warmly snuggle up on the staffs knee to enjoy a drink of milk, content in their care.

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

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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