

# Butterflies Nursery

Inspection report for early years provision

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**Unique reference number** EY314587  
**Inspection date** 09/04/2009  
**Inspector** Andrea Ewer

**Setting address** Marsh Farm Children Centre, Redgrave Gardens, Luton,  
Bedfordshire, LU3 3QN

**Telephone number** 01582 556683

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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).

## Description of the setting

Butterflies Nursery opened in 2005 and is part of Marsh Farm Children's Centre, one of three nurseries run by the Pre-School Learning Alliance. It is registered on the Early Years Register to care for a maximum of 62 children from birth up to five years old at any one time. There are currently 96 children on roll of whom 65 are in receipt of funding for nursery education. The nursery is open from 08:00 until 18:00 all year round and children attend for various sessions. The nursery supports children who speak English as an additional language.

The nursery operates from a purpose built building in Marsh Farm Estate in Luton, Bedfordshire. Care is provided in three rooms and children share access to a secure area for outdoor play.

There are 20 members of staff employed to work directly with children, 18 of whom hold an early years qualification and two who are working towards a qualification. The nursery also has four bank staff and a volunteer who can be called to cover in emergencies.

Additional services run by the Children's Centre include maternity care, the Marsh Farm health visiting team, drug and alcohol outreach services and a food advisor. The nursery also operates a crèche for the children of parents using the Children's Centre's extended services.

## Overall effectiveness of the early years provision

The quality of the provision is good. Children benefit from a fully inclusive environment where they share warm, friendly relationships with staff and all feel valued. Overall they make good progress in their learning and development, however, they are not always sufficiently challenged to achieve their potential. Parents are involved in all aspects of their children's care, learning and development and nursery staff have regular contact with other professionals involved in children's welfare. The nursery is developing partnerships with others involved in delivering the Early Years Foundation Stage to children who attend. The on-going use of self-reflection effectively supports the provision to monitor the quality of care and nursery education provided which in turn improves outcomes for children.

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

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

- develop teaching methods to provide greater challenge and extend children's thinking
- develop the evaluation of activities to ensure the identified learning priorities have been achieved to help children make progress

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

Children benefit from the strong management, who have high aspirations to provide good quality care and education to children who attend. Effective systems to monitor and evaluate the setting take account of staff and parents views and promotes continuous improvement. Senior staff carry out periodic unannounced monitoring visits to ensure standards are maintained at all times and both the manager and deputy spend time working alongside staff. Regular opportunities are provided for staff to develop their professional skills and knowledge through training and they meet frequently to ensure a consistent approach to their practice. As a result children make good progress overall. Comprehensive written policies and procedures that underpin the practice in all areas of the nursery are understood and implemented consistently by all staff and shared with parents appropriately.

Clear safeguarding procedures ensure children are fully protected from harm or neglect. The designated member of staff, with responsibility for ensuring procedures are implemented in line with local authority guidelines, keeps up-to-date with any changes through training and shares information with all other staff during meetings. Clear actions have been set to reinforce the already robust recruitment and vetting procedures identified using the Luton Safeguarding Children Board self-evaluation. Staff are well-qualified and are deployed effectively to make sure children are properly supervised at all times and additional staff are employed to ensure ratios continue to be met in the event of unplanned staff shortages. The thorough annual risk assessment is supplemented through informal checks carried out by staff daily. This ensures potential hazards are minimised and appropriate action taken to reduce the risk of accidents.

Very good attention is given to working in partnership with parents, who say they find staff friendly and approachable and they receive regular information about their children. The parents forum encourages them to become actively involved in the nursery by sharing their ideas and the use of questionnaires and a comments box allows them to make their views known. Written feedback from parents shows they feel better able to support their children's learning following the 'Looking at Learning Together' training where they experience some activities provided for children and gain an understanding of what they learn from them. Useful information is provided by parents, that allows staff to meet children's individual needs, including children who have learning difficulties and/or disabilities and children who are learning to speak English as an additional language. Nursery staff have effective partnerships with other professionals involved in children's care and are developing partnerships with other settings delivering the Early Years Foundation Stage to children who attend.

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

Children are happy, confident and feel a strong sense of belonging in the nursery. Very good attention is given to helping new children settle and they go on to develop friendly and trusting relationships with staff who, overall, support their

play and learning well. Key-worker staff use children's individual care plans to provide stimulating activities that promotes their learning in each of the six areas and meets children's learning and development needs given their starting points and capabilities. Although staff have a very good understanding of the learning and development requirements and plan effectively for children both as a group and for individuals, children are not always sufficiently challenged to achieve their potential and the evaluation of activities do not always show whether learning intentions were met. Children actively participate in the wide range of stimulating activities that contributes to their future economic well-being. They gain an understanding of how things work as they freely access computers which most children use confidently. They concentrate very well as they fit shapes into the correct spaces and click on the friendship bracelets to drop them into the fox's bag. Very good attention is given to children developing communication, language and literacy skills. The nursery has recently joined the 'Every Child a Talker' scheme which aims to develop children's language by encouraging them to speak with confidence, take turns in conversation and listen actively. Children make good use of mark making materials to develop early writing skills and they look at books for enjoyment. Children play co-operatively as they enjoy the gorilla game where they talk about which foods are good for you. They take turns well as they enthusiastically feed the gorilla a range of foods. Children start to appreciate diversity and value our similarities and differences which helps them all to feel valued and included. They sing simple songs and rhymes in other languages and learn about their own and the culture and beliefs of others as they celebrate festivals such as Eid, Christmas, Easter and Chinese New Year.

Very good use is made of space to maximise opportunities for children to become independent. They readily select resources of their choice from low level shelving, to develop their play and ideas and indoor activities are set up outdoors so children who enjoy outdoor play continue to access all areas of the curriculum. Children's welfare is promoted very well, with excellent attention given to promoting their good health. Staff are deployed effectively to ensure children are properly supervised at all times and effective measures are in place to make sure they are unable to leave the premises unsupervised. The nursery has successfully completed a Healthy Eating Award Scheme and the cook provides nutritious, home made meals and snacks that meet children's individual dietary needs. Children help themselves to fresh drinking water from water fountains based in each room. They learn the importance of good hygiene practises as part of daily routines and staff maintain excellent standards of hygiene throughout the premises. For example, outdoor shoes are removed before entering the baby room and all toys are cleaned with sanitizer at the end of each session. The nursery was awarded five stars from the local authority for continually meeting high standards of hygiene. Children know what is expected of them and are very well-behaved. They play co-operatively, purposefully engage in the stimulating activities provided and use good manners as they follow the good example set by staff.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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