

Butterflies Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY379668
Inspection date	01/06/2009
Inspector	Jackie Phillips
Setting address	Century Yard, Hull Road, Hedon, HU12 8FB
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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

Butterflies Children's Day Nursery registered in 2008 and is located in self contained, purpose built, two storey premises in Hedon, a town in the East Riding of Yorkshire. It is open Monday to Friday, from 07.00 to 18.30, excluding public holidays. Children are cared for in separate rooms according to age. All rooms have direct access to an enclosed outdoor area, including one which has a covered area for all-weather use. The first floor can be accessed by a lift. The nursery is registered to take a maximum of 94 children under the age of eight years. Currently there are 64 children on roll, all within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is registered for an additional 26 place out of school club. A designated area is located on the first floor for use by the club. At the time of the inspection this service was not operational. Children with learning difficulties and those who use English as an additional language are welcomed and supported.

There are 10 staff members including the director, the manager responsible for the day-to-day operation of the setting and the nursery chef. One member of staff is working towards achieving the Early Years Professional Status (EYPS). All staff who work directly with the children hold recognised childcare qualifications. The setting is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in an extremely attractive and interesting environment, purpose built to a very high specification. An inclusive and welcoming service is provided with warm and caring relationships evident between children and adults. The learning, development and welfare of children are given high priority and most operational and recording procedures support this. Partnerships in the wider context are successfully used to promote progression and continuity of welfare, care and learning. The quality of the setting's self evaluation demonstrates a good understanding of the strengths and weaknesses of the provision. Plans are well targeted to bring about further improvement, particularly outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment systems
- improve the maintenance of records to ensure accuracy, consistency and confidentiality
- ensure indoor security and staff awareness of the whereabouts of users and visitors on the premises does not contravene planned security systems.

The leadership and management of the early years provision

Adults are focused on helping all children make progress in their learning and development and in promoting their welfare. Since the opening of the setting, the staff team have worked incredibly hard to create a wonderful environment for children, indoors and outdoors, that promotes good outcomes. The high quality and varied range of furniture and resources are successfully used to help children learn and establish a service where individual needs are recognised and valued. All required records, policies and procedures required for the safe and efficient management of the provision are in place. However, there is a lack of consistency to ensure all records are accurately completed with specific and relevant details whilst respecting the need for confidentiality.

Self-evaluation takes into account the views of parents and staff. It is effective in identifying the rapid progress the setting has made since opening and targets areas to bring about further improvement. Effective links with other providers and services are well underway to being established. The setting has worked very hard to develop successful partnerships with parents based on a good two-way flow of information, enabling them to share what they know about their child.

Relationships with parents are valued as integral to improvements in the provision for children's learning, development and welfare. For example, they are invited to share their thoughts and ideas, join children for lunch and be involved in special events and learning experiences.

Arrangements for safeguarding children are a priority at the setting, for example, through robust recruitment systems of well qualified staff, procedures to keep children safe from harm and quality risk assessments. Mechanical and technological systems aimed at secure entry into and around the building are in place. Processes include visual and auditory aids to check authenticity of adults entering the setting and restrict access to children's areas. However, on the morning of the inspection, operational systems failed to fully ensure that unauthorised persons were not prevented from entry and place children at risk.

The quality and standards of the early years provision

The learning environment, inside and outside, helps children make sound progress towards the early learning goals. There is a good balance of adult-led and child-initiated activities that take place, resulting in children being active learners and critical thinkers. Planned and purposeful play and exploration leads to children developing positive attitudes to learning. They learn by spontaneous events including those that involve visitors to the setting and planned outings. Rich and rewarding experiences involve, for instance, a trip to a farm, cooking with the nursery chef, planting and caring for flowers in the garden, learning about other cultures and raising sensory awareness. All children engage in a varied range of activities, including babies who are encouraged to learn, explore and investigate without fear of making a mess.

Children are very well supported to select their own resources and become

independent and self-motivated. This has not yet been extended to encouraging older children to serve themselves at lunchtime, although during the day children can choose their own snack and independently access drinks. They are helped to understand about being safe and the contributors of a healthy lifestyle, for example, developing knowledge about personal and oral hygiene, access to fresh air and regular exercise and delicious, healthy meals and snacks freshly prepared by the nursery chef. Systems in place ensure children access activities to prepare them well for the future, for example, developing skills in the use of everyday technology, problem solving and numeracy and in language and communication.

The organisation of systems is based on children receiving an enjoyable and challenging learning and development experience, tailored to meet their individual needs. This process commences when adults and parents share information about children's starting points, although this is currently underdeveloped. The process for planning, observation and assessment is not implemented consistently and some records are not accurately completed to ensure they are fit for purpose. This causes confusion and impacts on how the next stage in children's learning will be planned for. Effective systems to fully support parents good access to records about their children's progress are currently weak.

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?	3
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?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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