

Butterflies Day Nursery

Inspection report for early years provision

Unique reference number EY377605
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Inspector Gill Ogden

Setting address Nunsthorpe & Bradley Park Children's Centre, Sutcliffe
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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 Day Nursery was registered in 2008 in its present premises after operating from previous premises since 2002. The nursery is managed by a board of governors and there is a manager with day-to-day responsibility for the whole site. It is located on the Nunsthorpe and Bradley Park Children's Centre site, operating from two buildings adjacent to each other which both have outdoor play space. The nursery is open from 08:00 until 18:00 all-year-round apart from bank holidays and some time over the Christmas and New Year period. Wraparound care is provided for children who attend the community nursery school on the site. The nursery is used by local families and those from further afield. It also provides a crèche facility which local parents use whilst they attend training in the centre.

The nursery is registered to care for a maximum of 47 children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is also registered to receive funding for early education. Currently there are 47 children on roll and includes children with additional needs.

Of the 12 staff who work with the children, all hold an appropriate early years qualification and the deputy is working towards her degree. The nursery is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Each child's welfare needs are met well. Close attention is paid to the inclusion of children with additional needs. All children make generally good progress in their learning within the requirements of the Early Years Foundation Stage. Very good relationships with parents and others involved with each child ensure effective continuity of care. Adequate systems are in place to promote continuous improvement of the provision and the nursery has firmly established itself since registration.

What steps need to be taken to improve provision further?

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

- review the organisation of the session and the grouping of children in order to challenge them more and so extend their learning in the over twos room
- plan more adult-led activities to provide a more balanced experience for children to ensure and improve their progress in all the areas of learning

The leadership and management of the early years provision

There is a secure framework in place for the care of children as a result of the required records being maintained effectively and straightforward written policies and procedures which support everyday practice. Risk assessments are clearly

recorded and daily checks further ensure that children are looked after in a safe environment. All staff are aware of their safeguarding responsibilities and safeguarding procedures are shared with parents so that they are clearly aware that staff will take steps if any child protection issues are suspected. Staff work well together as a team and are very well supported by management when they first start so that they are fully aware of their responsibilities and how the nursery functions. They are encouraged to take up further training regularly to increase their skills and knowledge in the best interests of the children. Staff talk animatedly about their work and show their commitment to improving the provision. All of them are currently involved in the nursery's work to achieve the local authority's quality assurance mark. This helps identify the strengths and weaker areas of the provision and provides a system for ongoing self-evaluation of the service. The manager is very supportive of the staff testing out ideas in their ongoing search to meet each child's needs as well as they can. Good use is made of the local authority advisory staff to this end also.

Parents are encouraged to play a full part in their children's care, development and learning from the start. They receive useful information in the form of two booklets which include the simple statement of the nursery's promise 'to provide care and learning for each child whether through physical, emotional or intellectual identified needs. This will be in line with family, society and needs of the law'. They are involved in setting starting points for their children and can see how their child is developing and learning from the wall displays for each child to which are attached pieces of paper for them to make their comments. Strong links have been developed with other providers who are involved with the children. Some children attend other groups more local to where they live and the nursery has developed an 'information passport' which is passed between the groups via the parent. Visits have also been organised so that key staff can see how children behave in different settings and this includes the nursery school on site with whom staff have very close relationships. Transitions between the under twos and the over twos room and the transition to school are real strengths of the provision.

The quality and standards of the early years provision

Children's welfare needs are well considered. They are cared for in a comfortable and safe environment where they have plenty of opportunities to relax on large sofas and cuddle up to staff throughout the day and to get outdoors for plenty of fresh air and exercise. There is clear, safe space for small babies to be cared for without interference from older, more boisterous children and where they can sleep and be fed appropriately. Children enjoy a simple, nutritious menu that is planned over six days so that if they only attend on certain days they do not always get the same thing to eat. Close attention is paid to individual children's special dietary needs and children who have a vegetarian diet can be easily accommodated. Additionally, parents can choose whether they want a hot, cooked meal for their children or a sandwich type meal according to whichever fits in with their home routines. The standard of hygiene in the kitchen is high as it is throughout the nursery. Children are prompted effectively about hand washing and nose blowing so that they soon develop good personal hygiene habits. As a result of a recent outbreak of mumps and rubella, the nursery, especially the baby room,

has been thoroughly cleaned to prevent the further spread of infection. Children also learn to keep themselves safe through regular routines, such as weekly fire drills to ensure all children, even those who just attend for crèches, know how to evacuate the building quickly. Activities, such as visits from police and fire officers also help them to learn about the importance of following safe practices. Babies are well protected from having accidents through close supervision and the use of appropriate equipment, such as harnesses in chairs and cots to sleep in.

A good range of toys and resources provide a basis for children to learn through play. In order to meet the unique interests of each child staff have focused on enabling children to learn from continuous free play provision and have put a lot of work into organising the play space so that resources are set out where they can be accessed most effectively. Developments are ongoing outdoors to ensure that children have as many opportunities there to access learning across all areas so that those children who learn better outdoors can make equal progress to others. Children who have additional needs are provided for appropriately as a result of close work with other agencies so that appropriate learning plans are developed and delivered. A well-thought out system is in place to observe, assess and plan for each child's next steps so that every child makes progress towards the early learning goals. However, this progress is not as rapid as it might be because there is little adult-directed activity planned and implemented to promote children's rapid progress in all the areas of learning. Similarly, the organisation of the session and the grouping of children in the over twos room does not ensure that children are challenged and that their learning is extended more routinely in a peer group situation.

Children are generally confident and happy in the nursery. They arrive excitedly and are keen to become involved in play activities with the under twos being supported well by staff to take part in a range of activities both indoors and out. Children are keen to communicate with adults and are curious and observant. For example, a child shows interest in a laptop and makes connections between it and similar equipment at home. Under twos thoroughly enjoy exploring, for example, the feel of paint on their hands, choosing the colours they want to use and making marks on paper with them. Staff are sensitive to many children's reluctance to 'get messy' and introduce them gradually to it. Over twos delight in pretend play and use their imaginations and recall of events when they celebrate a doll's birthday by creating a cake and candles from Sticklebricks and sit on a sofa with the doll and sing 'happy birthday' and blow out the candles. Under twos are able to practise their physical skills by regularly using the soft play area so they can become confident in climbing by clambering through tunnels and taking safe tumbles from blocks before they go on to use such equipment as crates outdoors when they are older to practise their balancing. Children are generally well behaved whilst they play and show consideration for one another. All in all, they are beginning to develop the habits and behaviour appropriate to good learners, their own needs, and those of others.

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.	3

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?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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