



Butterflies

Inspection report for early years provision

Unique Reference Number	EY299948
Inspection date	22 November 2005
Inspector	Bridget Richardson
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Registered person	Amanda Barnard-Grove
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Butterflies nursery opened in 2005 and operates within a house in a residential area of Littlehampton. It is one of two privately owned and run. A maximum of 24 children may attend at any one time. The nursery is open each weekday from 08:15 to 17:30 for 49 weeks of the year. All children share access to an outdoor play area.

There are currently 35 children aged from 2 to under 8 years on roll. Of these, 18 children receive funding for nursery education. The setting offers a holiday club every

holiday. Children attend from the local and surrounding area. The nursery currently supports a number of children with special educational needs, and a number of children who speak English as an additional language.

The nursery employs nine staff. Six of the staff, including the manager, hold appropriate early years qualifications. Three Staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment where they learn to follow good hygiene practices. They know that washing their hands after visiting the toilet and before eating helps prevent the spread of germs. However, nappy disposal requires improvement to ensure that soiled nappies are inaccessible to children and disposed of hygienically.

A high number of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Children who are infectious do not attend which helps prevent the spread of contagious diseases.

Children are given opportunities to learn the importance of a healthy diet through topics and planned activities. However, not all items offered at snack time are healthy and nutritious. There are facilities in place for the food provided by parents to prevent spoiling. Fridge temperatures however are not monitored to ensure they are maintained at an appropriate temperature. Fresh drinking water is offered to children throughout the day. However, children are unable to help themselves which does not help them think about their personal needs. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met.

Children enjoy physical play through music and movement sessions indoors and the use of a range of equipment outside. Children are competent and confidently use a range of small equipment effectively, such as scissors, glue sticks and paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to a good range of toys and resources appropriate for their age. Regular visual checks ensure there are no broken parts that could harm a child. There are clear systems in place for the safe arrival and departure of children. Fire drills are held. However, these are not evaluated or completed efficiently to ensure the safe and efficient evacuation of children from the premises. The outdoor play area gives children the opportunity to enjoy fresh air and play with good quality equipment that is suitable for their age and needs. However, the garage door does not shut properly and the gate to the area is not secure posing a hazard to the children using the area. Indoors the staff talk to children about safety issues within

the setting and children are aware of these boundaries. As a result they move around areas safely, although stair gates, as agreed at registration, have not been fixed to the bottom and top of the stairs to minimise risk to children.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and happy. They enjoy positive interaction with their key worker. This gives them confidence to try new challenges. Staff working with the children aged 2 to 3 years are effectively deployed throughout the morning session and activities are organised offering them independent choices. This means staff are always in the right place to meet children's needs and resources are accessible to children.

Staff encourage young children to express their thoughts and feelings. They encourage children to play together and share. This creates opportunities for them to develop their social skills. For example, a staff member sits on the floor with children and discusses the book she is reading to them. She follows the children's interest and allows the children to decide where they want the experience to go. Good questioning and repeating children's responses encourages use of language. Children's creative and imaginative development is encouraged through activities such as painting, singing and art and craft.

Nursery education

The quality of teaching and learning is satisfactory. Staff observe children during free and focused activities and use their notes to update children's profiles. However, the information is not used to identify children's next stage of learning in the planning. Staff do not have a clear understanding of the Curriculum guidance for the foundation stage and how children learn. This is reflected in the structure and the way activities are presented to children. Staff are not confident in adapting activities for children who are less confident and to challenge the more able. This is reflected in the planning as no reference is made on how to adapt an activity to meet the needs of the range of children attending. Staff use lots of praise and encouragement to build children's confidence and self esteem and deal with behaviour issues consistently.

Children's opportunities to be independent are limited. They are unable to visit the toilets without adult support and to access some resources and equipment freely. Set activities are too structured, minimising opportunities for children to express themselves and explore independently. Children are developing relationships and get on well with peers and adults. They are beginning to understand the need to share and take turns when playing together. They are also beginning to understand differences in their lives to others around them. Children talk happily about their home life and family. Children enjoy books and generally listen to stories. However, the organisation of time and staff sometimes makes this hard for children to achieve.

They are taught to read and write their name and are able to take books home with them to share with parents.

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number songs. They can recognise a group of three objects without counting. They learn about size and shape and using appropriate mathematical language through activities linked to the stepping stones.

Children demonstrate cutting and joining skills. However, most activities are structured and focused. This limits children's ability to explore and select for themselves from the wide range of resources available. It also dictates to children how the end result should look. Opportunities for children to use information and communication technology are made available to them twice a week, limiting their opportunities to explore and share experiences gained with their peers. Children learn about their local environment through topic work on people who help us and through discussing changes in the seasons. Children enjoy singing sessions and have a good repertoire of songs and action rhymes.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the world through outings and activities that introduce them to other cultures. They talk happily about their home life and things that are important to them. Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. Spiritual, moral, social and cultural development is fostered. There are systems in place to support children who have special needs. However, no member of staff has undergone training in this area which limits their ability to ensure children's individual needs are met. Children's behaviour is good and they play well together. They learn to share and take turns while playing group and team games.

Partnership with parents is good. Parents receive information about the Foundation Stage through newsletters. The information outlines the planned themes and gives information about what and how children will learn. This gives parent's opportunities to play an active part in their child's learning by following on from activities in the setting. Staff give daily feedback to parents about their child's day. Opportunities are made freely available to parents to speak to staff about their child's development, both formally and informally, to ensure all parents are able to access and gain information on their child. This helps provide children with consistent care between home and the setting.

Organisation

The organisation is satisfactory.

Children feel at home and are at ease in the setting. Staff show some understanding

of their role in supporting the children in their play and learning. Suitable contingency plans are in place to cover absences to ensure children always have appropriate supervision. Clear procedures are in place for uncollected and lost children. This promotes children's welfare.

Leadership and management is satisfactory. Staff work well as a team and suitable communication and guidance allow them to provide a balanced programme. The staff team is quite new and they are beginning to understand their roles and responsibilities. An appraisal system is in place for staff that identifies training needs. Staff are given the opportunity through this for professional development and the management actively encourage staff to attend training.

The provider has clear objectives, defined roles and responsibilities. She evaluates practice to ensure continual improvement in the outcomes for children. However, recently this has been difficult for the provider to manage and results in the need for documentation to be updated in line with new regulations. Vigorous checks to ensure that all persons living or working on the premises are suitable to work or be around children need to be in place. The current system for recording children's and staff's presence within the setting is not detailed enough to give an accurate account of when children are present. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 to made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure nappies are disposed of hygienically
- update documentation in line with current legislation
- ensure the needs of children attending with special educational needs are fully met
- ensure risks and hazards are identified and reduced effectively both indoors and outside
- ensure all appropriate checks are in place for all persons over the age of 16 years living or working on the premises
- develop emergency evacuation procedures to ensure the effective evacuation of children
- maintain an accurate attendance register of all staff and children on the premises showing hours of attendance

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- allow children more opportunities to explore and use their natural curiosity independently
- further develop staff training on the curriculum guidance for the foundation stage to develop staff understanding of their role so that they can support children's individual learning needs

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