



## **Butterfly's Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY302657
<b>Inspection date</b>	03 October 2005
<b>Inspector</b>	Lindsay Helen Dobson
<b>Setting Address</b>	Unit 12 Selby Business Park, Bawtry Road, Selby, North Yorkshire, YO8 8NB
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Butterfly's Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

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## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Butterfly's Day Nursery has been registered since March 2005. It is a purpose built private day nursery situated on a business park in Selby. The owners also run a full day care setting in Leeds.

The nursery is mainly open plan; there are four main play rooms, children's bathrooms, a kitchen, office, staff and disabled facilities, which are set over two floors. There is an enclosed outdoor play area. The nursery have two pet rabbits.

The nursery operates all year round and opening times are Monday to Friday 07.30 to 18.00 and is registered to care for a maximum of 84 children from birth to 8 years. There are currently 40 children on roll, of these 5 children receive funding for nursery education. Children come from a wide catchment area, although the majority of children attending at present are local to the setting.

The nursery employs 9 members of staff; including a Manager and Deputy. All staff hold childcare qualifications to level 2 and above. Recruitment of additional staff is still ongoing.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good understanding of healthy practices through topics and activities, for example, healthy eating and vegetable soup making. They wash their hands independently after messy play, after using the toilet and before all meals and snacks. Through discussion they understand the need to practice good routines of personal hygiene and the importance of this, for example, 'to get rid of germs'. Children brush their teeth after meals and are able to explain that 'too many sweets can hurt your teeth'.

Children enjoy exercise and develop a positive approach to this through regular opportunities for outdoor physical play. Children test and develop physical skills and control of movement through their access to a good range of experiences and activities both inside and out. Staff have a sufficient knowledge of child development to enable all children to be eager to try out new skills and seek support when needed. For example, children enjoy catching balls, balancing on the obstacle course and manoeuvring bikes along the road way. Children develop a good awareness of available space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. Children also competently use a wide range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access water throughout the day and enjoy fresh fruit and other healthy options at snack time. Main meals are varied and nutritious, they comply with children's individual dietary requirements. Sleeping and feeding routines for younger children are monitored and recorded appropriately as discussed with parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, very well maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources independently from trays and boxes at their height and all toys and equipment are maintained in very good condition.

Children benefit from a good range of safety measures in most areas; the main door

has a buzzer entry system, there is an intercom system linking all rooms and fire extinguishers are in place. Risk assessments are carried out regularly, however, these are not consistently applied with regard to the outdoor area. Children develop a good awareness of safety through practicing emergency evacuations each term and discussing the reasons for this with staff. They have a sound understanding about safety in the setting, which is developed through good staff explanations. For example, staff encourage children to pick up toys from the floor to prevent someone tripping over.

Children are well protected by staff who have a good understanding of child protection; through training, the use of detailed policies and procedures which promote the importance of children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three-years old and developing their programme of activities. Staff are beginning to attend the Birth to Three matters framework training. The younger children are developing a good sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage Curriculum to provide the children with good learning opportunities.

Staff provide continuity of care for the children under 3 years, which ensures their routines and needs are well met overall. Good relationships are established that enhance children's independence and promotes their development of well being appropriately.

### **Nursery Education**

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered; which are well organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together and follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, they offer and extend their own ideas through their play. For example, children make collages with their favourite colours and shapes and play shops. There are displays of the children's work which shows a variety of resources used, such as collage and shapes patterns.

Children communicate well both with each other and staff, who encourage the children to share their experiences in what they know, and encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have good opportunities to mark make and recognise letters in their names. Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count numbers of pieces of dough and how many types of vegetables there are. They are able to use the computer and this provides games to enhance their mathematical and fine motor

skills.

Children have very good opportunities to explore and investigate their surroundings in the nursery garden, for example, planting and growing, observing insects and through planned focus topics. Physical skills are well developed and well balanced throughout the day. Children are confident in their use of both large and small equipment, such as riding bikes, obstacle course, using scissors and glue spreaders. A good range of creative experiences and resources assist the children to make sense of the world around them. However, the inappropriate access to paper and the limited opportunities for singing time restrict children's creative development.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges for children are good and children show enthusiasm and interest in the activities provided. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges and where additional support for children is required.

### **Helping children make a positive contribution**

The provision is good.

Children are highly valued as individuals and their individual needs are well met. Children develop a positive attitude to others and foster a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a range of resources and activities, which show positive images of culture, ethnicity, gender and disability.

Children behave well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through the consistent use of boundaries, which are age appropriate and include explanation and distraction.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats and detailed notice boards. Detailed information on the foundation stage curriculum and the Birth to three matters is available for parents and this helps them to be involved in children's learning. The setting fosters children's spiritual, moral, social and cultural development well.

### **Organisation**

The organisation is good.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support and encouragement. This helps children to feel secure and confident. Children are kept safe and healthy as staff attend and up date training regularly, including first aid. Children are well cared for through effective implementation of

policies and maintaining documentation.

The leadership and management of the nursery education is good. Some staff have attended foundation stage training and are involved in planning for the curriculum to help children develop. However, more staff need to be made aware of daily routines for pre-school children to promote continuity. There are informal evaluations of staff performance and regular appraisals are used to monitor staff development. Assessments records are updated by key workers, who monitor children's achievements and development. These records are detailed and clearly show the next steps of learning for each child. Parents are encouraged to read and add to individual assessment records. Overall the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

There are no complaints to report

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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

The quality and standards of the nursery education are good.

### **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 the outdoor play area is free from hazards

#### **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):

- develop the creative area to allow children more accessibility to and choice of paper

- ensure children have regular opportunities to take part in singing and action rhymes
- ensure continuity of teaching and learning for children during staff absences.

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