

# Butterflies Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY301031

**Inspection date**

08/01/2010

**Inspector**

Shirley Amanda Wilkes

**Setting address**

14c St. Mary's Street, Newport, Shropshire, TF10 7LD

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**Type of setting**

Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Butterflies Day Nursery opened in 2005. It is located in the town of Newport, Shropshire. The nursery operates from its own premises consisting of rooms on the ground floor and first floor of the building with access to an outdoor play area. The nursery is open five days a week all year round. It operates from 7.30am to 6.00pm.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 40 children on roll. Children attend for a variety of sessions and come from the local and surrounding area.

The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 staff, 10 of whom hold a level 3 relevant childcare qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides very effective support for children's care and welfare, and staff demonstrate a good knowledge of the children attending. Children enjoy their play and learning activities, and staff work consistently to support individual children's learning and development needs. The nursery has a welcoming and well organised child care environment, and children have access to a wide range of resources and play materials. All the required paperwork is in place, however the use of a spreadsheet that parents sign to acknowledge medication administered, does not ensure confidentiality is maintained. Partnerships with parents, and the community are outstanding and information is shared very effectively. Staff have a good knowledge of the nursery's strengths and areas for improvement and there is a good record of continued improvement.

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

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

- develop the system for sharing information regarding the administering of medication to ensure confidentiality is maintained.

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

Staff ensure children are kept safe from harm as they demonstrate a good understanding of the signs and symptoms of child abuse and are able to follow the procedures in the child protection policy. The nursery has a designated member of

staff who is responsible for child protection. Risk assessments are conducted regularly to keep children safe and there are robust systems in place for staff recruitment and vetting. Staff supervise the children at all times to ensure they remain safe in their indoor and outdoor environments. The setting is kept very secure and parents have a full understanding of collection procedures. Resources are deployed very effectively so children can choose from the activities set out and from a range of resources that are easily accessible. There is a good range of resources that portray positive images and develop the children's understanding of equality and diversity. There is a consistent approach to the promotion of diversity based learning, with cultural festivals and play projects, organised within the planned programme of activities. The setting is wholly inclusive and all children and parents are valued and included in the setting and staff are aware of children's individual needs. Staff have a good knowledge of where to seek advice and support for children who have additional needs. They are fully committed to working in partnership with other professionals to ensure outcomes are improved for children.

Partnerships with parents are excellent and they are welcomed into the setting every day. Staff are available on a daily basis to discuss what the children have been doing. Parents are able to freely access children progress records. They receive comprehensive newsletters and information is shared through informal discussions, the parent's notice board and the regular news letter. Parents are encouraged to join the friends of butterflies and to join in with activities with the children such as sharing their knowledge with the children, for example, one parent is a vet and regularly comes to visit. There are also excellent links with the local school and the community. The children regularly go to the school to use their facilities, for example, the hall for more physical indoor play.

The nursery demonstrates a strong commitment to improvement, and has responded well to previous recommendations made with these being fully implemented. The staff regularly attend meetings and training and staff appraisals are carried out annually. Good self-evaluation systems ensure that the views of parents and children are taken into consideration when planning activities and identifying areas for improvement.

## **The quality and standards of the early years provision and outcomes for children**

All children are fully included within the setting. Staff ensure children are able to access a good and varied range of activities and achieve this through equipment being easily accessible for the children. Space within the setting is organised with children grouped according to age and ability. Children are able to move freely between activities. The staff observe children's starting points and activities. Observations are used to plan for children's progression across all areas of their learning.

Younger children are able to access a variety of mediums which enables them to practise their mark making skills, for example the younger children use the sand, chalks and crayons whilst the older children freely access a selection of pens and

pencils which they take great delight in sharpening. Children develop an interest in books from a very early age, staff read books and talk about the pictures to the younger children whilst the older children access a variety of books in the comfy book area. Print and numbers are displayed throughout the nursery with most of the equipment labelled with pictures and words. Older children self-register using name cards whilst younger ones use photo's and names. Numbers are displayed throughout the nursery and children confidently use numbers and problem solving through their everyday play. Children's work is displayed for parents to see, children also have their own display boards at child height that they can freely display any work they wish to share with their peers, all of which helps build their self-esteem. Children are able to take part in free-play art activities throughout the session which enables children to be fully creative. Their technology skills are well promoted, as they enjoy using the computer with suitable programmes and a good selection of programmable toys. Children have opportunities to learn about themselves and others through planned activities and the extensive range of resources available to them which reflect diversity. Adults skilfully and naturally engage with the children, talking to them as they play and giving them the independence to explore their space while under an ever watchful eye. Children's independence is encouraged at toileting and dressing for messy play. Children are encouraged in their independence and skills for the future, for example at meal times, by pouring their own drinks, helping themselves to food, helping in the preparation of snacks and taking part in cooking activities. Children are learning about their local community, visiting the cake shop to buy current buns and to the hairdressers, to support their understanding of the role play area, used for topics. Children and parents also take part in the local carnival and raising funds for good causes.

Children wash their hands before meals, and after toileting. Staff wear aprons and gloves for nappy changing. Healthy meals and snacks are provided. Children are able to access drinks freely throughout the day. Children's awareness of a healthy lifestyle is further promoted as they enjoy playing in the out door area where they ride their bikes and scooters and practise their climbing and balance skills using the slide. They benefit from environmental walks and learning about wildlife and plants when taking part in mucky muddy Mondays when they explore and hunt for worms and other insects. Their awareness of personal safety is supported through their involvement in the emergency evacuation procedures of the nursery. The children show a strong awareness of feeling safe. They freely and confidently approach the adults that care for them when they need assistance or reassurance.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met