

# Butterflies Day Nursery

Inspection report for early years provision

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**Unique reference number** EY248113  
**Inspection date** 13/04/2010  
**Inspector** Elaine Douglas

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Butterflies Day Nursery is one of two nurseries privately run by the owner. It opened in 2002 and operates from three playrooms of a converted farmhouse, with toilets, a family room and kitchen on the ground floor, and an office and staff facilities on the first floor. Children have access to a secure, enclosed, outdoor play area. It is situated on the outskirts of Bridgwater. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. There are currently 80 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or children who speak English as an additional language.

There are nine members of staff, plus the manager, who work with the children. Seven of whom hold a level 3 early years qualification and one holds a level 2. They are supported by an administrator, cook and maintenance person. The setting provides funded early education for three and four-year-olds. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and how to promote children's welfare, learning and development. The strong partnership with parents and links with outside agencies ensures that children make good progress and no child is disadvantaged. Children build good relationships with the staff and each other. Good systems are in place to evaluate the provision and gain feedback from its users. This enables the manager to identify priorities for development and staff training, in order to make continuous improvements and ensure good outcomes for children.

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

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

- organise routines to enable the key person to meet the personal care needs of babies and toddlers
- extend the current format of planning to include identified next steps of children's learning

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

Children are safeguarded through the good implementation of effective policies and procedures. Designated staff have a good awareness of their roles and responsibilities in safeguarding children. All staff are trained in child protection and good documentation is in place to provide further guidance. Risk assessments are carried out on all areas of the premises and appropriate equipment is installed to keep children safe, while still promoting their independence. For example, babies and toddlers have good space and resources to promote their physical development, while stairgates prevent them accessing unsupervised areas. Staff have a very good awareness of the emergency evacuation procedures, which are regularly practised. Children's records contain all the necessary safeguarding information and all required documentation is in place. All staff hold a first aid qualification and parental consent is obtained to seek emergency advice or treatment. Clear vetting procedures, induction and appraisal systems help to ensure only suitable staff are employed.

The manager works directly with the children and staff, and provides a good role model. He involves the whole team at both nurseries in evaluating the provision. Senior staff have designated roles to support the staff team and attend specific training to develop their own knowledge. Both nurseries share expertise, good practice and knowledge. Parental feedback is sought in developing specific areas, for example their website. An annual survey enables them to judge their practice compared to the previous year. This enables the manager to make continuous improvements to meet the needs of the users. Children now access a wide range of resources which promotes their awareness of technology, which was raised as a recommendation at their last inspection; this includes an interactive whiteboard, a computer, programmable toys, CD and DVD players, and interactive games.

Parents receive good information on the provision and their child's development, through both written and verbal communication. They are invited to join meetings, make comments and suggestions, and meet with their child's key person. An open-door policy provides a personal approach to working in partnership with parents. Communication books are used with other providers of the Early Years Foundation Stage, to work together in delivering the learning and development requirements when children attend other childcare. Very good systems are in place to identify and support any children with special educational needs and/or English as an additional language. Staff work closely with parents and outside agencies to assess the premises and all areas of the provision to ensure inclusive practice.

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

Children are happy, have fun and build good relationships at the nursery. Staff respond to babies' and children's verbal and non-verbal communication, which builds their confidence. Children use sign language in daily routines and group activities, which helps support their language skills and ensures inclusion for

children of all abilities. Children respond positively to praise and eye contact, and are generally kind to each other. Staff encourage them to share and take an active role in looking after the environment. Babies show pleasure when exploring toys and form attachments to their key person. However, the organisation of daily routines means babies' and toddlers' personal care is carried out by different members of staff.

Children are active learners, make choices and are involved in decisions. They play in a well resourced environment and enjoy investigating, exploring and using all their senses. All areas of the curriculum are provided both inside and outside. Children have good opportunities to use the large, well equipped garden and plans are in place to enable free flow access to be managed more effectively. Babies and toddlers have their own, covered, secure outside area and more confident mobile babies are able to safely access the whole garden. For example, a member of staff encourages a toddler to join them in the sandpit, they then enjoy sieving and digging sand.

Children enjoy familiar stories and join in with repeated words. Bilingual books are used with children who speak English as an additional language. Whole group activities are used to promote problem-solving skills. For example, they count how many boys and girls are present and work out which group has more. Older and more able children sound letters of the alphabet and find other items beginning with the same letter. Children develop hand-eye coordination as they roll a ball to hit a cone and throw it into a large tyre. Staff effectively support children in developing new skills, such as learning to pedal a bike or catch a ball.

Staff make regular observations of the children's achievements and get to know the children well. They have started to use a new assessment system using photographs, and focused and impromptu observations. They link these to the early learning goals and identify children's next stages of development. The current planning system does not include children's next steps to ensure it is individual to each child. Although the planning for the older and more able children does identify child initiated activities. Staff have a good awareness of using children's interests to support their development in other areas. For example, one child's interest in dinosaurs is used to promote their creative skills and willingness to explore different textures.

Children are very effectively supported in developing a healthy and safe lifestyle. They have good access to drinks and are provided with freshly cooked meals every day. Children learn about healthy eating and grow their own vegetables. Good hygiene routines protect children from cross contamination. For example staff wear gloves and aprons to change nappies, and children have their own bedding for sleeping. Children wash their hands before eating and after using the toilet, using liquid soap and paper towels. They clean their teeth after lunch and staff sterilise their toothbrushes once a week. Children learn to take care of themselves in the sun, they wear hats and cream, sit in the shade and have regular drinks. Children learn to use large play equipment safely and mobile babies begin to take appropriate, supervised risks, and develop confidence climbing down steps.

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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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	2
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