



Little Butterflies

Inspection report for early years provision

Unique Reference Number	EY265405
Inspection date	28 October 2005
Inspector	Christine Eglinton

Setting Address	Pilgrims Way Church, Pilgrims Way, London, E6 1HW
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Telephone number	020 8475 0898
E-mail	apparicio_patsy@hotmail.com
Registered person	Little Butterflies Day Nursery
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?

Little Butterflies Day Nursery opened in 2004 and operates from the first floor of Pilgrims Way Church. Children are based in two separate rooms according to age. The nursery is located close to East Ham shopping area and children come from a wide catchment area. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 8:00 to 18:30 and is open all year, only closing on public holidays.

There are currently 28 children on roll which includes 6 children in receipt of government funding. The nursery supports a number of children who speak English as a second language.

The nursery employs 14 staff who all hold appropriate qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment, with clean and well maintained toys and equipment. Effective procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing sustain high levels of hygiene and help prevent the spread of infection. Children follow good hygiene routines such as washing their hands before eating and after visiting the toilet. However, staff do not always use appropriate explanations to help children understand why they must wash their hands. Consequently this lack of explanation means children do not learn the importance of good personal hygiene.

A high ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication. This ensures children receive the correct dosage however, they are not consistently signing the medication record when they collect their child, which helps to promote good practice. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Children benefit from a healthy diet. They enjoy nutritiously balanced meals brought in by outside caterers. Staff gather all relevant information regarding diet and medical history, to ensure children's individual dietary and medical needs are met. However, babies and toddlers bottles are not always clearly labelled, to ensure they are given to the correct child. Meal times are a social occasion and are used to help children recognise foods that are good for them. For example, staff explain why eating chicken will help them develop strong bones, and why too many sweets are bad for their teeth. Children are given regular drinks during the day to prevent dehydration, but older children are not able to confidently help themselves to fresh drinking water during the day, to encourage them to learn about their personal needs.

Children regularly enjoy a range of activities that contribute towards to their health and develop their physical skills. They enjoy crawling through play tunnels, and are confident in climbing up and down slides. Children negotiate space well when pushing prams and riding cycles, manoeuvring around the obstacles in the hall. Children's fine motor skills are developing well. They are competent when using a range of small tools when playing with the play dough. They use scissors to cut tissue paper and spread glue with spatulas.

Staff follow babies' individual routines for eating and sleeping. This ensures continuity

of care and contributes towards their physical well-being. Babies and children under three receive lots of warmth and affection. This supports their emotional well-being and gives them confidence to explore new experiences. However, arrangements for nappy changing routines, are not promoting children's dignity, and do not enable children to be changed by a consistent key person, to promote warm care routines.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a welcoming and well-organised environment, which enables them to move around safely and freely. Children use a wide range of good quality toys and resources, appropriate to their age and stage of development. Toys and equipment is easily accessible, enabling children to make choices, and take the initiative during their play and learning.

Toys and resources are carefully selected to ensure they remain safe, and suitable for children. Suitable routines and gentle reminders, generally help children to become aware of safety for example, staff remind children about the dangers of running around the room, and blowing their food before eating. However, children are not always helped to develop an awareness of keeping themselves safe. For example, staff are not consistently reminding children of possible accidents occurring, if they do not use the stairs safely.

Staff carry out risk assessments to minimise the hazards and ensure the safety of the children. Good staff deployment helps to ensure children are well supervised. However, the setting does not have robust systems for ensuring the premises are kept secure, to prevent children from leaving the premises unsupervised, or to prevent unwanted visitors gaining access.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and are developing warm and caring relationships with the staff, and with each other. They warmly greet children arriving, and confidently seek support from staff, demonstrating that good trusting relationships have been built. Children take part confidently in all the planned activities, and are helped to develop a sense of achievement by staff encouraging their efforts. This helps children to feel good about themselves, and develops their self-esteem.

Children are developing good self-care skills when they wash their own hands after going to the toilet, and pour their own drinks at meal times. Babies learn to feed themselves which helps develop their independence. Children are engaged in activities, which enable them to sustain their concentration however, weaknesses in planning, and teaching, does not always help to extend children's learning in

meaningful ways.

Staff make very good use of the Birth to three matters framework, to plan and provide a range of stimulating and appropriate activities for children under 3 years, which improves children's achievements. Staff have created a cosy corner where young children are encouraged to be with other children, and chat to their friends. Staff echo sounds made by babies and toddlers, when they play with toy sea creatures, encouraging them to be confident and competent language users. They talk to the children about the jelly feeling 'squishy' and 'sticky' in their hands, encouraging children to communicate their thoughts and ideas. Action songs involving naming parts of the body, helps young children connect ideas and actions.

Children under three have excellent opportunities of using their senses to explore the word, through using a wide and interesting range of sensory materials. For example, they take pleasure in exploring the feel of jelly, soup, custard and corn flour. They regularly explore shaving foam, pasta, and smell and touch a variety of different foods, textures and materials. They are encouraged to make marks with their fingers in sand, paint, and other materials, to help them represent their ideas and feelings in a variety of ways.

Nursery Education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress in the areas of learning, and are encouraged by staff who have a sound knowledge of the Foundation Stage curriculum. Children are engaged and enthusiastic when they take part in activities. There is a suitable balance of adult led and child led activities. However, staff do not always help to extend children's learning by asking open-ended questions, to encourage children to develop reasoning skills, and problem solving. Planning of activities provides children with a suitable range of activities and experiences, which generally cover the key areas of learning. However, short term planning does not clearly identify learning intentions, and does not monitor or evaluate if learning objectives have been achieved. This does not help staff recognise where they are successful in promoting learning, and where aspects require improvements.

Staff observe and record children's progress across the areas of learning, but information gained from these assessments is not being used to influence future planning, to help children move steadily along to the next step in their learning.

Children are very keen to show everyone what they have made when they play with the play dough, and are helped to work together when they take part in team games. They confidently talk about their families during meal times, and are able to sit quietly and concentrate when they complete puzzles. Children speak confidently to peers and adults, and enjoy joining in with rhyming songs such as 'Incy Wincy spider', which help them recognise patterns in sounds. Older children are able to anticipate key events in stories, and staff encourage children to widen their vocabulary, by introducing new words during daily routines. Children have lots of opportunities of developing hand-eye-co-ordination, to help them master hand writing skills, by using sweeping movements when they paint with brushes. However, there are too few

opportunities for children to practice writing in meaningful ways, and staff are not encouraging children to link sounds and letters.

Children are beginning to count to ten and beyond, and are learning to recognise shapes. They are learning about using positional language when they practice putting their right leg forward, and left leg behind, on the starting line of a race, and are learning about size when they cover the 'Hungry Caterpillar' story. However, they are not encouraged to develop simple calculation skills in practical ways, and recognise shapes in every day objects.

Children are helped to develop an awareness of change and patterns when they discuss the seasons and weather, and have handled live frogs and insects, which helps children learn about living things. They have visited a local sensory garden, and regularly visit the local park and shops, to help them learn about their local environment. Children enjoy creating three dimensional structures when they make and decorate their junk models. They take great pleasure in participating in a number of sensory experiences, such as hand and foot painting. Children are able to sing simple songs from memory. However, some of the creative activities focus on staff initiating ideas, and do not enable children to freely express their own ideas and feelings, using a range of different materials and media.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures, through using a range of resources, planned activities, and as they celebrate a variety of festivals. This positive approach fosters children's social, moral, spiritual and cultural development. Constant praise and encouragement, and photos of children displayed within the environment, helps children to develop a positive self-image. There are appropriate systems in place to support children with special needs.

Staff make expectations clear and give clear reasons for request, which helps children understand why certain behaviour is not acceptable. Children's behaviour is generally good, and they play well together. They learn how to share and take turns while playing team games, such as running and walking races.

Children benefit from the positive partnership staff have developed with parents. Parents provide appropriate and relevant information about their child to staff. This helps to ensure children receive individual care and attention. Staff complete a daily information sheet for parents of babies and toddlers, which gives parents information about their child's daily activities, food intake and sleep. This helps to provide children with consistent care between home and nursery. There are both formal and informal systems in place, for staff and parents to share information about children's individual progress and development.

Partnership with parents of children who receive nursery education is satisfactory. Although parents are given regular information about the nursery through the prospectus, and newsletters, information about the foundation stage curriculum, and

areas of learning, is not freely available. Consequently, some parents may not understand that play has an important role in developing children's skills for the next stage of learning. Staff are not actively involving parents in their child's learning, by giving suggestions regarding activities that can extend learning at home.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff, who have sound knowledge and understanding of child development. This enables staff to meet children's needs appropriately. Staff deployment is effective and ensures children are well supervised at all times. All children receive appropriate support from staff that enjoy their company, which helps to make children feel secure and confident. The day is well-planned, allowing children time for quiet and active play.

Staff work well as a team due to being clear about their roles and responsibilities. Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available.

Information kept about children is relevant and helps to promote their welfare. Most required documentation which contributes to children's health, safety and well-being are in place. However, children's attendance records are not showing when children arrive, and depart from the setting.

Leadership and management of the nursery is satisfactory. Staff are supported by management through regular meetings and appraisals. They plan the curriculum together, and receive support from the Early Years Development and Child Care partnership, to improve their practice. However, an effective system to evaluate and monitor the quality teaching, and evaluate the effectiveness of the curriculum, has not been put in place. As a result children are not benefiting from an effective learning environment, and weaknesses in staff's teaching methods has gone unnoticed. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

'Not applicable'

Complaints since the last inspection

Ofsted has received two complaints since registration, relating to National Standard 2: Organisation, and National Standards 11: Behaviour. The complaint relates to not meeting the required adult:child ratios; and staff not managing children's behaviour in a way which promotes their welfare.

The registered person was asked to investigate the complaints and respond to

Ofsted within 7 days. The registered person produced sufficient evidence to demonstrate appropriate staff ratios are maintained, and suitable behaviour strategies are implemented. No evidence was found to indicate that the National Standards were not met. The provider remains qualified for 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 those 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):

- improve systems for labelling of babies and toddlers bottles to ensure children are given appropriate drinks according to their individual dietary needs
- make sure nappy changing routines promotes children's dignity and offers children consistency of contact with key person to support young children's emotional well-being
- put in place effective monitoring systems to ensure the premises remain secure at all times so that children are not able to leave the premises unsupervised, and make sure staff use effective strategies to help children gain an understanding of keeping themselves safe
- make sure parents are consistently signing accident and medication records to acknowledge entries and make sure attendance records includes children's 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):

- introduce a rigorous system that effectively supports staff and monitors and evaluates the quality of teaching
- ensure planning has clear learning intentions, indicates if intentions have

been achieved, and ensure assessments of children progress are being used to inform future planning of activities to help move children on to the next steps of their learning

- improve the opportunities for children to develop simple calculation skills through practical activities, and ensure creative activities allows children to express and represent their ideas and feelings in their own way through using a range of different materials and media

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