



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 221567

DfES Number: 522652

### INSPECTION DETAILS

Inspection Date 25/11/2004  
Inspector Name Julie Youngman (TCCI)

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Butterfly Day Nursery  
Setting Address 27a Elizabeth Way  
Cambridge  
Cambridgeshire  
CB4 1DD

### REGISTERED PROVIDER DETAILS

Name Mrs Bernadette Chevli

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Butterfly Day Nursery has been registered since 1989. It operates from purpose built premises and is located close to Cambridge city centre. Children have the use of three group rooms and there are two enclosed outdoor play areas. The nursery is on one level and is accessible to people with disabilities.

The nursery is registered to provide care for no more than 37 children aged under five years. Children are usually accepted when they are rising two. The nursery does not have facilities for a separate baby unit.

At present there are 27 children on role, 14 of whom are funded three and four year olds. There are a significant number of children attending who have English as an additional language. There are no children with identified special educational needs.

Opening times are Monday - Friday, 08:30 - 17:30 all year round. Split sessions are offered so children can attend either part or full time.

Four staff are employed full time, of these three have early years qualifications. One staff member is currently on training programmes.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Butterfly Day Nursery is acceptable and of good quality overall. The children are making generally good progress towards the early learning goals in all six areas of learning and are becoming confident, independent learners with high self-esteem. A major feature of this nursery is the support and sensitivity given to the children from different cultures who speak English as a second language.

The quality of teaching is generally good. The caring, calm, well-organised staff work well together as a team creating a friendly, quiet atmosphere where children are valued, encouraged and respected. There is a positive attitude to behaviour management. Staff have a good understanding of the early learning goals but do need to undertake on-going training regularly. Planning and assessment methods are effective and manageable. Deployment of additional staff in the school room would focus and extend learning. Staff foster special educational needs appropriately and they are non-discriminatory.

The leadership and management of the nursery is generally good. The nursery is privately owned and the principal runs the business side. However, the nursery head deals with the education and day-to-day organisation of the nursery. She is calm, caring and well-organised having clear aims and objectives for the way forward. Documentation is effective and efficient.

The partnership with parents and carers is generally good. Pre-admission information is provided and of good quality. There are regular updates, news letters and a suggestions box available to parents. The leader has recently compiled a comprehensive questionnaire for parents, the major outcome being the first parents' evening has been arranged. Parents are encouraged to attend nursery outings.

### What is being done well?

- The children's personal, social and emotional skills are being fostered appropriately, they respond well to positive encouragement from the staff, respect each other, are polite, friendly and well-behaved. They are becoming independent with high self-esteem.
- Some children have English as a second language. Their different cultures and backgrounds are understood and well supported by the sensitive staff.

### What needs to be improved?

- the attention given to improving children's progress towards correctly forming phonic letters and writing names and simple words.

- the extension of themes into all areas of learning, particularly story time and discussion.
- staff deployment in order to extend and focus older children's learning.

**What has improved since the last inspection?**

Limited progress has been made in tackling the 'points for development' identified in the previous inspection report. The style of print presented to the children in the labelling of displays, work and writing is now consistent, but they are not encouraged or assisted to form recognisable letters correctly and have little phonics opportunities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and ready to learn; they readily share and are generally well absorbed in activities. They benefit from a consistent approach to behaviour management. High self esteem and self confidence are evident in the children's independence. Staff make some use of routine tidying up tasks to promote helpful attitudes. There is mutual respect within the group for each other's cultures and good support for children with English as a second language.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Interested children are given a variety of opportunities to develop stimulating conversation. They demonstrate innovative and absorbing ideas during role play. Children use books effectively and enjoy a variety of stories, songs and rhymes. They have some opportunities for mark making but they are not progressing sufficiently along the stepping stones towards the Early Learning Goals; they are not encouraged or assisted to form recognisable letters correctly and have little phonic opportunities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count, use and recognise numbers through a variety of experiences. Children re-create patterns and sort with a stimulating selection of resources. Cooking activities, sand and water play give children interesting measuring and weighing opportunities. They benefit from rhymes and songs introducing simple addition and subtraction, enthusiastically lead by staff. The potential progress of older children solving problems is hampered through the arrangement for staff deployment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build and construct imaginatively using a wide variety of tools, materials and everyday technology. Children are beginning to develop a sense of the natural world by growing plants and observing small animals in the garden; they have an awareness of the community around them. Children are encouraged to understand time. Some children have English as a second language, they are well supported by staff. Children learn about other cultures and beliefs supported by parents of the nursery.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move freely and confidently from room to room using all available space with access to the many resources available. Children are well co-ordinated and enjoy dance lessons; they follow clear instructions carefully. Good use is made of limited outside space with a variety of equipment. Children's fine motor skills are developed using an array of appropriate tools. Staff encourage self care and healthy eating, however, opportunities to increase children's knowledge are sometimes missed.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The Nursery has a range of stimulating activities in two and three dimensions to enable the children to express themselves. They use their imagination vividly in role play. Children express their ideas through their winter pictures using a variety of different media, tactile experiences and interesting vocabulary and conversation. Children's work is displayed on the nursery walls. They enjoy circle singing and musical instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve children's progress towards correctly forming phonic letters, writing names and simple words.
- extend themes into all areas of learning, particularly story time and discussion.
- improve opportunities to extend and focus older children's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*