

Flutterbies

Inspection report for early years provision

Unique reference number

EY418314

Inspection date

16/03/2011

Inspector

Tracey Boland

Setting address

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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.

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Description of the setting

Flutterbies Day Nursery is one of 15 settings run by the provider. It has been established since 2003 and re-registered by new providers in 2010. The nursery operates on two floors of a converted house which is situated in the Chapelfields district of Coventry.

Children have access to playrooms and toileting facilities on both floors. There is an enclosed outdoor play area. A maximum of 28 children under eight years may attend the nursery at any one time. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 7.30am to 6pm throughout the year.

There are currently 57 children on roll, of whom 53 are within the early years age group. Children come from within the Coventry area. The nursery supports children with educational special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs 12 staff, including the manager, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children access a vibrant environment where staff demonstrate a good understanding of their individual needs enabling them to effectively care for their learning and welfare needs. Management have addressed the majority of safety and hygiene measures and children enjoy a wide variety of interesting and enjoyable activities which encourage them to make their own choices and develop their independence. The nursery has developed effective partnerships with parents and others which has a positive impact on children's progress. Self-evaluation is seen as a positive way to identify the nursery's strengths and areas for development and as a result the nursery has a good capacity to improve and further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure suitable cutlery is provided and accessible to children at mealtimes
- follow safe food hygiene routines at mealtimes to avoid cross contamination
- conduct a risk assessment which covers anything with which a child may come into contact, with particular regard to the use of drawing pins.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded as staff demonstrate a good understanding of child protection and the correct procedures to follow if they have any concerns about a child. Effective written policies are in place that reflect the ethos of the setting, are known by staff and shared with parents. Staff benefit from appropriate training to keep their knowledge and skill base up-to-date. They are all vetted for suitability and show a good understanding of a range of effective working practices. Children's independence is promoted and staff encourage children to make choices in an environment where most hazards have been identified, risk assessed and steps taken to minimise them. However, the use of drawing pins within the entrance hall poses a risk to children. Children's good health and well-being is promoted well by staff; for example, in cases of illness or minor injuries and staff hold valid first aid certificates. Children enjoy a wide variety of freshly prepared meals each day that take account of specific dietary requirements, however, there are not always sufficient quantities of cutlery provided for children and the procedures in place for serving food do not fully minimise the risk of cross contamination.

Management fully understand the need to undertake self-evaluation and seek the views of staff and parents which enable them to identify the strengths in their provision and set targets to tackle areas for development. The manager is very active in establishing an agenda for improvement and ensures that all staff share the vision and focus on improving outcomes for children. The nursery values good partnerships with parents and other key people in children's lives to support the ongoing learning and developmental needs of children.

Children play in a very well-organised, attractive and interesting environment and children are cared for in groups according to their age. Children access a good range of resources which promote their all round development effectively and have the opportunity to access the outdoor play area each day. Staff facilitate child-led play well as they interact with children, make suggestions and enhance their learning and understanding. The nursery promotes inclusive practice at all times because children are treated as individuals each with the capacity to build on what they can already do. Staff encourage children's understanding of diversity and the wider world as they use appropriate resources and think about all children in the setting. Children who learn English as an additional language are very well supported.

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

Children make good progress as they take part in both child-initiated and adult-led activities learning through first hand experience. The nursery has effective processes in place to gain information about children's starting points and undertake detailed observations to gain an understanding of their future learning

needs. The effective use of key persons ensures that children's individual needs are well known. Staff acknowledge children's achievements recording their progress and sharing this with parents. This ensures that children enjoy interesting and challenging play opportunities and experiences. Parents speak highly of staff and are delighted with the care provided.

Staff are very caring towards the children and nurture and support them as they play. Children respond well to adults and readily include them in their play experiences. The interaction between staff, children and their peers is excellent and affection is readily given and received. Staff promote babies physical development well placing resources near them for them to reach out and take and provide opportunities for babies to pull themselves to standing on sturdy furniture. They use a variety of soft furnishing and babies have access to treasure baskets, rattles, books and activity centres. They are able to rest and sleep according to their needs and staff are very aware of their individual routines, likes and dislikes.

Children of all ages make choices as they take part in messy play, mark making and use technology equipment. They encounter mathematical ideas through practical experiences and become highly communicative as they answer questions and talk about themselves and what they are doing. Photographs reflecting children involved in activities also encourages children to recall their experiences and share them with their parents. Children also relate well to each other and older more confident children support the younger members of the group, for example, when using the computer one child helped their friend to manoeuvre through the various programmes available to them using the mouse. Children enjoy using the outdoor play areas which is well resourced for example; they access a variety of wheeled toys and equipment and manoeuvre them into parking spaces that correspond to the numbers on their vehicles. They develop their large muscles when climbing and balancing and develop an understanding of the living world whilst planting and growing various seeds and bulbs. Children learn about healthy lifestyles and the importance of good food and exercise in their lives. They have regular opportunities to be active and talk about the changes to their bodies after exercise.

Children's welfare is promoted and children develop an understanding of their own safety and that of others, for example, they learn not to walk around with scissors and to sit at the table when eating their snack or their meal. Children behave very well and enjoy the social experience of being with other children. They understand the importance of being kind to each other, to share and take turns and staff are consistent and caring when reinforcing this. Children receive lots of praise and encouragement and respond very well to requests made of them.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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