

# Butterfly's Nursery

Inspection report for early years provision

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**Unique reference number**

EY413249

**Inspection date**

24/05/2011

**Inspector**

Shirley Monks-Meagher

**Setting address**

Butterfly's Nursery, 30 Lyon Street, WARRINGTON, WA4  
1LN

**Telephone number**

01925417985

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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*.

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## **Description of the setting**

Butterfly's Nursery was registered in 2010 and is owned and operated by an individual. The nursery operates from rooms owned by Latchford Methodist Church, Warrington where they have two main playrooms and access to the church hall. A fully enclosed play area is available for outdoor play. The nursery serves the local area and beyond.

This provision is registered by Ofsted on the Early Years Register. A maximum of 25 children may attend the setting at any one time. There are currently 33 children attending who are within the Early Years Foundation Stage and between the ages of two years and four years. Of these, 14 children receive funding for early years provision. The nursery currently supports children with special educational needs and/or disabilities.

The nursery opens Monday to Friday all year round, with the exception of two weeks at Christmas and statutory holidays. It is open from 8am until 6pm. Children are able to attend for a variety of sessions.

The nursery employs four members of childcare staff. Of these, three hold appropriate qualifications including two early years graduates, and one of these is an early years professional. In addition the nursery employs a specialist dance teacher, cook, cleaner, and a gardener to complete the staff team. They are a member of the Pre-School Learning Alliance.

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

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and nurturing environment which provides them with a secure basis to play, explore and make good progress towards the early learning goals. The staff effectively work in close partnerships with parents and other professionals to enable them to take positive steps to meet the unique care needs of all the children well. Clear and collaborative systems are in place to evaluate the quality of the provision which results in identified priorities for development and action planning to promote improvement in the outcomes for children.

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

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

- monitor the implementation of the medicine and accident procedures to maintain consistency.

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

Children's welfare is prioritised and underpinned through the effective implementation of comprehensive policies and procedures. They are well protected because a secure understanding of child protection issues and the procedures to follow ensures all staff can respond effectively if safeguarding concerns arise or are alleged. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo and continual support meetings makes sure children are cared for by suitable adults at all times. Children are cared for in a safe and secure environment. Efficient risk assessment is successfully underpinned by annual, monthly and daily checks and the effective deployment of vigilant staff ensures children are well supervised and supported. Entry to the premises is monitored vigilantly. All legally required documentation, information and records are in place. These are generally well maintained however, there are some minor inconsistencies in the implementation of accident and medicine procedures which may impact on children's well-being.

The manager and her staff share a clear sense of purpose to create a happy, relaxed and stimulating environment in which children can thrive, encouraging children to be confident, independent and develop their self-esteem. Through effective and accurate methods of reviewing and reflecting on practice the manager has engaged staff in making changes to bring about improvements. Action plans are implemented to address identified development. For example, the reorganisation of the learning environment which has significantly promoted children's ability to initiate and extend their own play whilst improving their cooperation skills and safety consciousness. Regular staff meetings and frequent opportunities for staff development and training ensures that all keep up to date and continually improve their skills and practice for the benefit of the children. This shared, positive attitude to improvement is a key factor in the setting's strong ability to maintain continuous improvement.

Staff's positive commitment to valuing and respecting the children and their families individually ensures all needs are accommodated. Good relationships with parents emerge from the secure communication methods. Parent feedback is actively sought and valued. Parents receive good levels of information about all aspects of the nursery through newsletters, notice boards and face to face discussion. Effective sharing of children's developmental records ensure parents are well informed about their children's care and achievements. Parents contribute to their children's learning through activities, such as 'kind bear'. Partnerships with other professionals ensure children receive the support they need at an early stage.

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

Children throughout the nursery are very well settled and spend their time engaged in meaningful activities which interest them. Toys, equipment and activities are organised to create an enabling environment, which increases children's choices and play opportunities both indoors and outdoors. Photographs of the children achieving and enjoying themselves are displayed around the nursery. This engenders a strong sense of belonging and shows that their achievements and efforts are valued. The well-organised playrooms allow children to benefit from access to a wide range of activities, along with time and space to relax and play calmly. The children enthusiastically use all their senses to explore with a wide variety of different media and resources. For example, natural materials, water play and real objects in their role play. Staff are attentive to the children and, consequently, they are sociable and have formed trusting relationships with key adults.

Children receive appropriate challenges which enable them to extend their learning and pursue their individual interests. They skilfully manipulate paint brushes using large bold strokes to express their creativity and use scissors competently as they cut paper with great determination and then place the scissors carefully back. They stretch their balancing skills as older children learn to ride two-wheeled bikes and pedal vehicles. Children independently access a safety helmet before they use such equipment. They are learning to be safety conscious and behave in safe ways. They are interested in the world around them and their interest in the muddy puddles in their outdoor area has led to their good understanding of the water cycle. Children use words, such as evaporation as they talk about the effect of the sun on the puddles and look to the sky to discuss if there are any rain clouds made from the puddle water. They show a strong interest in numbers, weights and capacity and are starting to show an aptitude for reasoning as they work out if yesterday was the 23rd today must be the 24th and which child is the tallest. Staff model language and encourage conversation to support children's wide vocabulary and language development. Children are becoming skilful communicators.

Children enjoy mark making and many children can recognise and write their own and others' names. They are developing a good understanding of letters and sounds, particularly significant ones, such as the ones that appear in their name. They are confident users of information and communication technology, using the interactive white board and printing off their efforts. The children are developing skills for their future.

Children are well supported by staff's secure understanding of the Early Years Foundation Stage and their knowledge of the children in their care. Observation and assessment is integral to staff practice and is used to identify next steps and tailor the planning for individual children's progress. They use a tracking system to broadly monitor children's individual progress across the six areas of learning and are currently reviewing and refining the system to give a more detailed picture of children's learning. They recognise this will better enable them to plan and provide support and challenge for individuals to better ensure each child is making the best

possible progress in relation to their starting points and abilities.

Children learn about health and body awareness through their everyday routines and activities that maximise their personal well-being. This includes providing all children with access to regular exercise and fresh air through outdoor play and trips into the community. In addition, they learn about personal hygiene and the importance of drinking plenty of water. Menus are varied, meet children's individual needs, are freshly prepared, appetising and nutritious. Children enjoy the responsibility of being a dinner time helper.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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