

Butterfly's Day Nursery

Inspection report for early years provision

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Inspector

June Rice

Setting address

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Type of setting

Childcare - Non-Domestic

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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

Butterfly's Day Nursery is one of three privately funded nurseries. It was registered in February 2007 and is situated in Hemsworth, near Pontefract.

The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 45 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 60 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. It supports children with special educational needs and/or disabilities.

The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates a positive attitude towards continued improvement. An evaluation of the nursery has been carried out and all required documentation is in place. Space is used satisfactorily, however, the deployment of staff is not always successful. The nursery has developed strong relationships with parents and other professionals. Suitable systems for observation and assessment of children's progress are in place to ensure they continue to make progress in an environment in which they feel safe and are treated with respect.

What steps need to be taken to improve provision further?

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

- ensure hand washing routines are promoted effectively, that sufficient soap is available and that appropriate crockery is used at snack times
- ensure staff are deployed effectively at all times
- consider ways to extend opportunities for children to access continuous play between the inside and outside play environments, and evaluate the outcome of activities to ensure the grouping of children is appropriate.

The effectiveness of leadership and management of the early years provision

The nursery works in partnership with parents and others to safeguard children and staff demonstrate a good understanding of child protection and the procedures to follow. Appropriate suitability checks and required documentation are in place. For example, clear policies and procedures inform parents of how the nursery operates and include what will be done with regard to safeguarding

concerns, and in the event of lost or uncollected children. Risk assessments are in place, signed and dated, and include a record for most outings. A visitor's book is maintained and the premises are secure. Fire drills are carried out but not consistently recorded.

The nursery has evaluated the impact of their provision on children's care and learning and some of the actions identified are fit-for-purpose. For example, improvement of visual effects in the baby room, and plans for improving the outdoor activities. However, it is not truly reflective in its assessment of some areas with the result that some weaknesses are not identified. The nursery is committed to the professional development of staff and since the last inspection, they have attended training in areas, such as, safeguarding, first aid, communication language and literature, circle times, outdoor activities and sign language.

There is a system for recording information about children's individual needs in regard to their health and well-being at the beginning of a placement. However, there is limited information about their stage of development on entry to the setting. This prevents the nursery doing an early assessment in regard to their learning plans. Staff have a sound knowledge of the learning and development, and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and the level of challenge is sufficient to interest and engage children. Observation and assessments are of a good quality, there is a clear link to the six areas of learning and children's next steps are identified. However, it is not clear how the planning of activities and resources take account of individual children's learning needs. Therefore, the impact of these systems on children's learning is not yet clear.

Inclusive practice is promoted very effectively in a nursery that promotes equality for all. For example, children have equal access to a satisfactory range of resources that are not gender-based including books and jigsaws that reflect positive images and introduce children to the diversity of the world around them. Robust systems are in place to support children with special educational needs and/or disabilities and include well-established working relationships with other professionals and parents that ensure these children continue to make progress.

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

Health and well-being is promoted satisfactorily. For example, parents are provided with information about the procedures to follow in regard to illness, infection and the administration of medication. Accidents are clearly recorded and there is a system for recording existing injuries. Children are learning to adopt healthy lifestyles and are eager to participate in activities that promote their physical well-being. For example, they join in with action songs and move their bodies to music. Children are learning to wash their hands at appropriate times. However, this is not always consistent as children did not wash their hands before a snack, and there was insufficient soap available for them to use independently. Children on the whole behave in ways that are safe for themselves and others, and are

learning to develop an understanding of dangers and how to stay safe. For example, they practise an emergency evacuation, and before going on outings talk about keeping safe near roads and not talking to strangers. Wet floor notices are placed on the floor near the water tray to remind children it is wet and they observe staff mopping up the excess water. Staff ratio's are good, however, they are not consistently well deployed within the setting and this prevents them from being on- hand to regularly remind children not to run on the wet floor, and on one occasion they do not observe children falling out.

Children benefit from a satisfactory balance of adult- and child-led activities that sufficiently promote their independent learning. However, there is little opportunity for children to access continuous play between the inside and outside play environments, and the grouping of children for circle time is excessive. Children's interest in books and their communication and language skills are fostered as they are read a story. They listen carefully and look at the illustrations and repeat words being said. Children are encouraged to take an interest in the world outside as they complete a day chart. They name the season Autumn and confidently inform staff that leaves fall off the trees in Autumn. They sing a song naming the different months, and talk about it being dark in the morning. Children are encouraged to name the shape, colour and letter of the week. They correctly name the circle and are encouraged to think about what else is like a circle. Children who are confident in their answers reply with numerous items, such as a football and the wheels on a scooter. A screw on the chalkboard was pointed out and the child's observation extended to a conversation about the rectangular shape of the board.

Children name different types of transport and their colours from flash cards, and as children become restless they are invited to sing familiar songs. This is extended into a game of sleeping bunnies, during which children follow simple instructions and enjoy quickly jumping up and lying down. Children are asked if they wish to go outside for a run and they are encouraged to find their own coats. However, not many children are encouraged to try and fasten their coats themselves. Children new to the setting are observed carefully by their key worker. They are quite settled, happy to play alongside others and take an interest in the surroundings, particularly enjoying water play. Photographs show children making Chinese lanterns, masks and tasting Chinese food, enjoying trips to the farm and taking part in sports day activities. Children are shown rolling out pastry, spreading tomato puree and putting toppings on pizza they are making, they mix ingredients, knead dough and bake bread.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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