

# Butterflies Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY219334

**Inspection date**

13/12/2011

**Inspector**

Judith Rayner

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Butterflies Day Nursery opened in September 2001. It operates from a purpose built nursery situated on the Derby Road campus of West Nottinghamshire College in Mansfield. Children come from local and wider communities and attend a variety of sessions throughout the week. The nursery supports children with special educational needs and/or disabilities and also has systems in place to support children who speak English as an additional language. Children are cared for in four separate rooms according to their age and ability. All children share access to two secure enclosed outdoor play areas. A maximum of 50 children in the early years age group may attend the nursery at any one time.

The nursery is open each weekday 7.30am to 5.30pm, 50 weeks a year, closing for two weeks at Christmas and all main bank holidays. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 66 children on roll. Of these, 23 receive funding for nursery education. The nursery employs 17 members of staff, of whom 15 hold appropriate early years qualifications to level 3 and above. The nursery receives support from the Nottinghamshire Local Authority. The setting also has links with the local children's centre.

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

Overall the quality of the provision is outstanding.

The children are making excellent progress in their learning. They are enthusiastic, eager and motivated learners. An excellent staff team, who are highly motivated, meet all children's overall needs outstandingly. Excellent partnerships are in place with parents and others. The manager constantly reviews the provision, acting promptly to achieve improvement, so that capacity to improve further is superbly maintained.

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

To further improve the high quality early years provision the registered person should consider:

- making more effective use of outdoor play areas so that children can choose from a wider range of activities to promote learning and enjoyment.

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

Staff have excellent awareness of their roles and responsibilities in protecting children. Staff vigilantly safeguard children whilst in their care. Robust visual risk assessments are undertaken daily, supported by written documentation, minimising risks to children. Very effective supervision practice is implemented with

all children throughout the nursery. Robust and rigorous recruitment and selection procedures ensure all staff are suitable to work with children. This is further monitored as all staff are provided with effective induction support with ongoing appraisals. As a result, senior staff members are able to clearly track staff performance and suitability. This ensures all children are effectively safeguarded and happily play and explore in a safe environment.

Very effective organisation of the nursery, including staff deployment and use of resources and equipment, supports all children extremely well. Improvements regarding the outdoor area are still ongoing. Staff know the children they care for very well and utilise the key person system to optimise support for all children's needs. Records, policies and procedures are comprehensive, accurately recorded and effectively maintained. These are adhered to very efficiently by all staff which ensures the setting runs extremely smoothly. The nursery places a very strong emphasis on inclusion within their practice. All children are treated with equal concern and respect. This is because staff skilfully and sensitively adapt activities to support a range of children's abilities, needs and interests. Furthermore, resources including dressing up, food tasting activities, musical instruments and books promote diversity extremely well.

Excellent partnerships are in place with parents and other professionals. Parents speak highly of the service that is offered. Thorough and detailed information is shared with parents, such as regular discussions and parents' evenings. Very positive encouragement and support from the staff enables parents to contribute to their child's learning from the onset. This ensures children's needs are identified and plans put in place to offer ongoing support. Extended links with the local children's centre fully enhance children's needs. This also highlights an effective multi-agency approach to inclusion. Additionally, the nursery values other partnerships, such as with the college. Librarians regularly visit, enhancing children's communication, language and literacy skills.

The nursery staff team have worked tremendously hard since the last inspection. They are very committed and enthusiastic, presenting a very positive attitude to continually improving the service. An excellent system for self-evaluation and reflection ensures that all recommendations made at the last inspection have been successfully addressed and implemented. The manager is an excellent role model and a very good leader. Staff, parents and children all contribute their ideas to improve practice. These are valued and action is taken to improve the outcomes for children. As a result, parenting classes offering first aid and sign language training, as well as stay-and-play sessions, have been implemented successfully.

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

Children make excellent progress in their learning and development. This is because the staff have a very good understanding of child development and embrace the varying needs and challenges of all children. Activities are provided, building on each child's starting points, fully respecting their interests. Regular observations, discussions with parents and the recording of children's development

highlights to staff what they need to do next to support individual children in their learning and development. 'Magnificent Me' folders evidence children's all-round development and progress. These are beautifully presented with photographs and supporting comments clearly highlighting when children achieved their goals. Parents are encouraged to contribute to their child's learning. They take the folder home and record further events and achievements of their child. The folders provide very colourful and informative evidence of children's progress, including their next challenges.

From a very young age babies and children make independent choices in their play, are curious and confident: they are very active learners. Babies eagerly and safely explore their surroundings. They show curiosity as they look at hardback chunky books and pick up balls and cars. They show great interest in the diggers outside, listening and pointing at them. Slightly older babies have a wonderful time exploring the excellent range of musical instruments from around the world, presented in an attractive basket. They pull out their chosen instrument and shake and bang them. They construct with bricks, supported by staff as they count each brick. Some babies press buttons to make farm animal sounds whilst others explore with texture, painting their hands and printing on paper. Staff very skilfully engage with the babies using soft tones, smiles and lots of appropriate interaction, such as sitting on the floor with the babies. Very warm relationships are forming between the babies and staff. As a result, babies are happy, very settled and confident.

Older and more able children are very enthusiastic in their play. They are very independent, confident and happy. Children are very well behaved and their self-esteem is high. Children clearly know the routines and expectations which are promoted positively by the consistent messages delivered by the staff team. Outside, children play very cooperatively whilst having immense fun. They jump in muddy puddles with their boots on, squealing with excitement, eager to have their go as they take turns. They collect leaves, placing them carefully over the puddle, and continue to jump on them. Inside, children explore with texture, making symmetrical patterns with paint. Great concentration and precision is used as they place the paint on the paper. They fold the paper and open it again, creating a wonderful range of colourful prints which they are extremely proud of. The language skills of children are very good. Staff are very skilled in promoting critical thinking and very effective use of thought-provoking questions. Signing is used by all staff so all children are supported in communicating.

Programmable toys and resources are used to help children learn skills for the future. Babies press buttons on books to make sounds, whilst older children use computers. Magnets are used confidently by children as they explore their surroundings finding out about differing surfaces which the magnet sticks to. This helps children learn about their environment and how things work. Children who are older are competent in recognising numbers and letters because of the numerous opportunities presented to them in daily tasks and activities. Children's welfare is promoted by the staff to a consistently high level. They know how to act safely when participating in fire drills. They also understand the importance of keeping germs away and looking after their own personal health, such as regularly brushing their teeth after meals. Healthy, well-balanced meals are provided which

staff ensure meet children's dietary needs. Children's awareness of diversity and treating all with respect, is strong. For example, children take home a community box called 'Me, my community, my world'; a discussion box where children collate their interests and bring them to the nursery to share with their peers.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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