

# The Butterfly House Day Nursery

7a High Street, Great Paxton, St. Neots, Cambridgeshire, PE19 6RF

## Inspection date

Previous inspection date

13/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The stimulating and well-resourced indoor and outdoor environments successfully encourage children to become enthusiastic, motivated and active learners.
- The small, close knit, family atmosphere ensures that all children and their families are valued. As a result, children display a strong sense of belonging and high levels of confidence and self-esteem.
- Teaching is rooted in a secure knowledge and understanding of how young children learn. Observation, planning and assessment systems are well-established and offer children personalised learning opportunities, which helps them to make good progress.
- Staff have a strong commitment to safeguarding and ensuring children's safety.

### It is not yet outstanding because

- Arrangements for sharing information with parents and other early years settings children attend are not always implemented promptly to ensure continuity of children's learning and development.
- Children have few opportunities to develop a better understanding of the local and wider community.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the downstairs playroom including a joint observation with the setting's deputy manager.
- The inspector spoke with the manager/registered provider of the provision as well as the deputy manager at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of the staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector also took account of the views of one parent spoken to on the day.

## Inspector

Anna Davies

## Full Report

### Information about the setting

The Butterfly House Day Nursery is a private day nursery run by a limited company, and was registered by the current owner in 2012. It operates from four main rooms in a converted residential property in Great Paxton, Cambridgeshire. There is a fully enclosed area available for outdoor play. The nursery is registered on the Early Years Register as well as the compulsory part of the Childcare Register. The ground and first floors are used

and there are toilet facilities on each floor. The first floor is reached by stairs. The nursery serves the local and neighbouring areas.

The nursery opens Monday to Friday all year round except during the period between Christmas and New Year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently a total of eight children attending, all of whom are within the early years age range. The provision is also able to provide care for school aged children up to the age of eight years both before and after school as well as during school holidays.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance the educational programme for understanding the world, for example by arranging visits to the setting from members of the community, and visiting different parts of the local community
- improve the sharing of information about children's learning and development with parents and other early years settings children attend, in order to better support continuity of learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are provided with a good range of activities and learning experiences to stimulate their interest and promote their individual learning needs. Planning fully supports personalised learning opportunities to ensure that each child enjoys activities that are meaningful to them. Teaching and support is effective, and as a result, children make good progress in their learning and development. Staff have a clear understanding about how young children learn and ensure that all activities are adapted to meet the needs of individual children. For example, during a painting activity, a toddler was encouraged to feel the texture of the paint and to experiment making marks using their hands or a brush. Staff supported an older child spontaneously painting a picture of an aquarium using precise brush control, by talking about their creative ideas. Staff asked questions to extend thinking, such as 'Where have you seen an aquarium?' Staff clearly understand

the prime and specific areas of learning and have recently received training about how to observe, promote and identify the characteristics of effective learning in the children for whom they care. Observation and assessment systems are well-established and staff identify and use individual children's next steps in learning when planning activities. There are clear strategies for supporting children for whom English is an additional language and those with special educational needs and/or disabilities.

Older children are confident communicators. They readily initiate conversations with staff and visitors and confidently recall past events with detail and in sequential order. Children talk through their play ideas, using their imaginations and enjoying the company of others as they join in. Staff teach children new words and provide a running commentary so that children hear and pick up both familiar and new vocabulary. Young babies' physical development is well supported. Staff are aware of babies' physical needs and stages of development and tailor their care accordingly. For example, a baby who sits unaided was surrounded by a beanbag cushion in case he should topple, and toys were placed both within reach and to either side to encourage the development of balance and coordination as he reached for them.

Older children have many opportunities to develop their physical skills outside on the large climbing frame, while climbing on tyres, and when using equipment such as tunnels and hoops. Children have good opportunities to develop their early technology skills through a range of interesting resources, such as a digital till and electronic shopping scanner. Older children demonstrate that they know how things work. For example, they ably turn the small computer on and understand the difference between the mouse and the buttons. While children enjoy a strong sense of community within the nursery, opportunities for them to experience and appreciate the wider community are few. For example, they have not made visits out of the nursery or received visits from people in the community. Children are encouraged to use number language and to solve simple number problems during daily activities. For example, they work out how many plates are needed in relation to the number of children present.

The nursery is well-resourced to stimulate children's interest in counting, sorting, shapes and size. Children love books, and this interest is promoted by staff, especially when some children have obvious favourites and enjoy hearing the repeated refrains again and again. Others use books as a way of finding out information. For example, when sharing a book about dinosaurs, staff successfully promoted language about size, such as 'as long as a bus' and 'as tall as a house' to describe the different features of the creatures. As a result, children are developing the key skills needed for the next stage of their learning, such as their move into school.

The nursery has a lovely, relaxed and friendly atmosphere. It is bright and welcoming, and provides a stimulating environment for children. Resources are stored at a low level, and all ages of children show confidence in freely selecting toys for themselves as they develop their play ideas. Outdoors offers many learning opportunities. For example, children grow and harvest produce in the allotment area and use the 'creative thinking' playhouse to explore natural resources. Parents have free access to their children's assessment files, which give them clear information about their children's progress and the next steps of learning that the setting are working on with their child. However,

opportunities to use information from parents about their children's learning at home, on entry into the setting and on an on-going basis are not always used to give staff a holistic view of each child's development and progress when planning to meet their needs.

### **The contribution of the early years provision to the well-being of children**

Children arrive and settle happily and quickly. They are warmly greeted by familiar staff and can see their photographs and work that adorn the walls, which helps them to feel a strong sense of belonging. Due to the very small, consistent staff team, children demonstrate warm relationships and secure attachments with all adults in the setting. Staff have very close relationships with parents, which ensures that children feel valued and very much part of this family unit. Staff know individual children's routines and preferences well and, as a result, children are content and settled and demonstrate that they feel very safe and secure. For example, babies readily fall asleep in a staff member's arms as they enjoy a milk feed and transfer easily to a cot, where they enjoy undisturbed and peaceful rest.

Children are learning independence and self-care skills effectively. For example, older children independently use the bathroom and follow good hygiene routines. They also pour their own drinks and help to clear away after mealtimes. Younger children point to their drinks on the side, recognising and indicating their needs. Children begin to understand about maintaining a healthy body as they discuss the importance of exercise and the effect that it has on their temperature and heart rate. They take part in dancing and aerobic activities, and learn about healthy eating during role play with food. The provision of meals and snacks is healthy, balanced and nutritious, which supports all children's good health. Effective routines for maintaining good hygiene are implemented consistently. For example, nappy-changing procedures prevent the risk of cross-contamination and work-experience students are reminded to wash their hands prior to buttering toast for the children's snack.

Children behave extremely well and show consideration for each other as they wait their turn and share popular resources. Children receive much praise for their efforts and achievements, and this contributes to them having high levels of confidence and self-esteem, which are attributes that will help to ensure a smooth transition into school when the time comes.

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

The provider has worked tirelessly to ensure that in the short space of time since taking over the ownership of the setting, she has established a good quality provision for the children for whom she and her well-qualified staff team care. She has made many improvements to both the indoor and outdoor environments, and shares a firm vision for the future with her deputy, with regards to maintaining continuous improvement. The provider, who takes a very 'hands-on' approach, continuously monitors the quality of the

educational programmes, observation and assessment arrangements and teaching, in order to ensure the children have the best learning experience possible. Staff are committed to training and their own professional development, as well as to implementing ideas that they have learnt about, in order to benefit the children.

Procedures to ensure the safety and welfare of the children are followed effectively and are well established. For example, annual and daily risk assessments are carried out effectively and hazards are minimised to ensure that the environment is always safe for children. Accident records are monitored, and action is taken if items of equipment or resources seem to be causing reoccurring incidents. Robust recruitment procedures ensure that staff working with the children are suitable to do so. Effective induction arrangements for new staff and students ensure that they are clear about their roles and responsibilities. Staff understand the procedures to follow should they have concerns about a child in their care. They have attended relevant training and have clear policies and guidelines to support them in the event that they need to make a referral.

The nursery has just completed the new local quality framework documentation, in which they have clearly identified their strengths and well-targeted areas for further development. Action plans outline how these areas will be developed and addressed, which shows good capacity for further improvement. Partnerships with parents are good. Parents receive good information about the Early Years Foundation Stage and further website links if they wish to obtain more information. Daily feedback sheets ensure that they are kept up to date about their children's day. An open day has been planned to increase parent's involvement in the setting. Parental feedback is extremely positive. One parent commented that the nursery has a 'lovely family feel', that they love the small size of the nursery and that it has a 'personal feel'. Staff demonstrate a clear understanding about effective partnership working with other providers, how to establish these relationships and what information to share. However, this has yet to be put into practice to ensure continuity for those children who have very recently begun attending other settings.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY445517
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	798635
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	8
<b>Name of provider</b>	The Butterfly House Day Nursery

<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01480 218986

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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