

Butterflies Day Nursery

11a Eriswell Road, Lakenheath, Brandon, SUFFOLK, IP27 9AF

Inspection date	08/01/2013
Previous inspection date	08/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children benefit from the creatively designed and well-resourced outdoor area. A large covered area with removable sides means they can enjoy playing in the fresh air even in inclement weather. As a result, children choose to spend much of their time playing outside while exploring activities that interest and motivate them.
- Staff take effective action to extend and develop children's ideas to increase their enjoyment and participation. They seek children's views on future activities so that children develop confidence as they know their opinions are important.
- Children settle well and form secure and trusting relationships with their key person and other nursery staff. Partnerships with parents are strong because the nursery provides flexible care that meets the diverse needs of local families.

It is not yet outstanding because

- Information is not consistently gathered from parents about children's developmental abilities when they first start to enhance staff's identification of children's starting points for tracking and monitoring their progress.
- There is scope to improve opportunities during spontaneous play and everyday routines to encourage children to solve simple mathematical problems, such as working out how many cups are needed so that each child can have one.

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 voluntary and compulsory parts 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 playroom and outside area.
- The inspector held meetings with the manager and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan and other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Gill Thornton

Full Report

Information about the setting

Butterflies Day Nursery is privately owned and was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the village of Lakenheath in Suffolk and serves families from the local area. The indoor play area is on the ground floor of the building and double doors and a ramp at the side ensure wheelchair access. All children share access to a fully

enclosed area for outdoor play.

The nursery employs five members of childcare staff all of whom hold appropriate early years qualifications, including the manager who holds a degree in early childhood studies. The owner of the nursery also works there on a regular basis. The nursery opens Monday to Friday for 50 weeks of the year from 8am until 6pm. The nursery also takes older children before and after school. There are currently 55 children attending who are in the early years age group and attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a small number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- refine the system of gathering information from parents about children's abilities when they first start so that it can be used as part of the basis for tracking and monitoring children's progress, for example, by using an 'all about me' booklet
- provide further opportunities for children to develop their mathematical understanding and simple problem solving skills during everyday routines and spontaneous play activities.

Inspection judgements

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

Children are happy and well settled. They have access to a broad range of purposeful and developmentally appropriate activities, both indoors and outside, that promote their interest and enjoyment. As a result, children are motivated and eager to learn. Staff have high expectations of all children and join in with their play to extend their ideas and experiences. For example, when a child calls out from an outdoor play house 'Does anyone want hot chocolate?' the manager provides a jug of water for them to pour into their cups with the added excitement of letting them squirt shaving foam on top. This progresses into a cafe with the manager scribing children's suggestions for the price of the cakes. As a result, children make connections in their learning and play cooperatively with their peers. Children are confident to share their views and ideas, especially while playing in the thoughtfully designed outdoor play area. For example, they discuss their findings with staff while exploring and investigating how different items roll down bamboo pipes.

Children's physical development is particularly well supported by the range of outdoor equipment provided. Children move with skill and coordination so they confidently balance on climbing equipment and enjoy demonstrating their agility to each other. Staff promote children's acquisition of communication and language skills. They listen to what children have to say and effectively question them about their interests. Younger children's developing vocabulary is supported well as staff talk through and comment on their activities. Children enjoy many opportunities to make marks using a variety of media. They sit drawing together, both indoors and outside and, with staff encouragement, older children label their work while staff sound out the letters for them. As a result, children are acquiring the skills and dispositions they need to be ready for school or their next stage of learning.

Planned activities are based on observations of children's interests and incorporate appropriate cultural festivals and celebrations. For example, an area decorated with fairy lights and shiny paper for Christmas becomes an interesting background for children's interest in space and rockets. Observations of children's interests and capabilities when they first start at the nursery provide a basis for assessing children's starting points. However, although some information is sought from parents on children's likes and prior learning experiences this is not always gathered consistently to enhance the staff assessments of children's progress towards the early learning goals.

Children are given individual time to sit with their key person who records in their 'learning journeys' what toys and activities they like to play with. These are incorporated into individual plans for children's next steps in developmental progress. Parents regularly view their children's 'learning journeys' and value the opportunity to be involved in their children's learning. For example, they discuss with their child what items they could bring from home to help make a rocket. As a result, children are provided with a challenging and motivating learning experience and make good progress given their starting points and capabilities. Staff recognise the importance of setting small achievable targets for children requiring additional support so that they are able to measure their progress.

Children join in with adult-led activities, such as making play dough, with interest and enthusiasm. Staff use open-ended questions well to encourage children to predict what will happen when they add the water. Children are asked how much water is needed and to estimate if this is enough. As a result, children are learning to use numbers and develop their understanding of quantity and capacity. Children enjoy taking responsibility for small tasks, such as eagerly telling the other children there are two spaces at the snack table. However, at times more able children are not encouraged to solve simple mathematical problems for themselves, such as working out how many cups they need so that each child can have one.

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

A successful key person system ensures children settle well and form strong attachments with staff and each other. Staff are sensitive to the needs of individual children and their families. They ensure the care provided meets parents' expectations and eases children's

transition into the nursery. Staff gently settle children to sleep if they need a nap and are careful to monitor them so they can rest undisturbed. Children are learning to play together safely and to be careful so they do not hurt other children, such as when playing with a bat and ball.

Well-established routines help children learn to recognise and take responsibility for their own personal needs, such as getting a tissue to wipe their nose and then throwing the dirty tissue in the bin. Children move freely between the indoor and outdoor environment enjoying ample opportunities to play in the fresh air and learn the importance of exercise as part of a healthy lifestyle. They grow their own plants and vegetables and enjoy tending the plants in sensory garden and taking turns to feed the fish. Consequently, children are learning to care for their environment and the natural world. Children often choose to play outside for the majority of the day undeterred by inclement weather. The covered area provides a wide range of activities including a large sand pit and role play resources. The layout of the nursery helps children develop confidence and independence, for example, children freely access their own drinks and attempt to put on their own coats before going outside.

All staff use clear and consistent strategies to promote children's understanding of acceptable behaviour. Consequently, children feel secure because they know what is expected of them. Staff use simple explanations to explain why certain behaviour is not acceptable, such as why they should not take a toy another child is playing with. Routines are kept flexible to reduce incidents of frustration. As a result, children learn to cooperate and accept simple boundaries, such as to sit at the table to eat their lunch. Children are learning the importance of washing their hands before eating their packed lunches to make sure they do not have any germs.

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

The manager of the nursery provides strong leadership to drive improvement and ensure a cohesive staff team. She monitors the educational programmes closely to ensure children are provided with a broad range of good quality learning experiences which promote their progress towards the early learning goals. Systems for performance management are well established and support staff in improving their practice. Staff professional development is supported and monitored well to ensure a qualified and knowledgeable workforce. The manager follows advice received from the local authority and she has reviewed planning systems to take account of information received at recent training.

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood and met by the manager and provider. All staff have a good understanding of the signs and symptoms of child abuse and the procedures to follow if they should have a safeguarding concern. Robust recruitment and induction procedures are in place to ensure children are cared for by safe and suitable staff. All the required documentation is in place to ensure children are cared for according to their

parents' wishes. The environment is safe and secure and appropriate risk assessments are carried out to ensure children's safety, both indoors and outside.

Self-evaluation is effective and takes account the views of staff, parents and children. It is used to identify strengths and weaknesses and priorities for improvement, such as further ways of engaging parents in their children's learning. Since the last inspection, the outdoor area has been improved to provide children with easy access to a broader range of stimulating and challenging activities, including a new separate area for riding bikes. This provides children with more space and opportunity to engage in active play. Effective partnerships are established with other settings and any professionals working with a child and provide a strong contribution to meeting children's individual needs. Parents praise how quickly their children settled in at the nursery and the close relationship developed with their key person. They feel confident that their children are safe and say they love coming to the nursery.

The Childcare Register

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

The requirements for the voluntary 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

Unique reference number	EY297876
Local authority	Suffolk
Inspection number	820174
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	55
Name of provider	Patricia Edith Tippet
Date of previous inspection	08/01/2009
Telephone number	01842 860900

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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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