

Little Butterflies

Pilgrims Way Church, Pilgrims Way, London, E6 1HW

Inspection date

20/02/2013

Previous inspection date

15/10/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Babies and children are developing their independence skills appropriately in a warm and caring atmosphere.
- Babies and children settle well into this nursery and form secure attachments with their key persons and other staff members.
- Staff demonstrate a secure knowledge of safeguarding issues and understand their responsibilities with regard to protecting children in their care.
- There are good systems in place to support children who have identified special educational needs and/or disabilities.

It is not yet good because

- Staff lack knowledge of how to plan specifically for children's individual needs. They do not use their observations of children to plan activities well to develop all of children's skills. As a result they do not always provide the right equipment for children to make progress, for example in their mark making.
- Staff do not have a clear and consistent approach to behaviour management, as a result low level disruption is not always dealt with effectively.
- Staff have not fully embraced opportunities to extend and maximise children's experience in the outdoor area to explore the natural world around them.
- Staff do not provide children with regular access to computer based technology, as they

are only able to use a laptop once a week.

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.

Inspection activities

- The inspector observed staff and child interactions in both nursery rooms.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the management team and staff.
- The inspector looked at a selection of documentation, including evidence of staff suitability and qualifications.
- The inspector looked at children's learning and development records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Little Butterflies Day Nursery opened in 2004. It operates from the first floor of Pilgrims Way, Congregational Church, and is situated in two large rooms, an office, staff area, and kitchen facilities. The Church is situated off High Street South, in East Ham in the London borough of Newham and is close to a busy shopping area, with access to public transport, and local parking. It opens each weekday from 8am to 6pm for 51 weeks of the year. The

setting has access to a small outdoor area/play space four days week. The setting is accessed via two flights of stairs there is no lift access. The nursery is registered on the Early Years Register. There are currently 40 children on roll, some children attend on a part-time places. All children are in the early years age range. There are 9 members of staff, all of whom hold early years qualifications to National Vocational Qualification (NVQ) levels 2 and 3. The manager is a qualified early years teacher. The setting provides funded early education for three and four- year-olds The setting receives support from an early years advisor from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a consistent and effective approach to behaviour management which focuses on positive reinforcement and use strategies that enable children to learn to manage their own behaviour.
- improve the monitoring process of planning to ensure that activities arise from observations and assessments of children's specific individual learning needs. Use these to ensure that resources for activities such as mark making are appropriate to children's stage of learning

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

- enable children to have more regular access to information communication technology, to improve their understanding of computers and computer software
- maximise the potential of outdoor learning so children have regular opportunities to explore the natural world around them.

Inspection judgements

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

Overall, staff provide a variety of interesting activities that cover the required seven areas of learning. Staff organise the learning environment so children initiate their own activities and provide some adult-led activities, which offers a suitable balance for children. In general, children make satisfactory progress. However staff do not always use the information they have about children to plan and resource activities well. While staff carry out regular observations and assess children's progress, such as the progress checks for two- to-three- year olds, they do not always use this knowledge in their plans. Therefore

some children's needs are not met precisely. This also means that staff do not always provide the correct tools to enable children to carry out planned activities. For example, staff have identified that some younger children need more opportunities to make marks independently but children cannot access chalks with the chalk board to do this. Some children who have pencils are not able to use these well because they are not age appropriate.

Children have access to a suitable range of books and select stories independently to browse through. They eagerly gather round at group time to listen to a story read by an animated member of staff. Children relish in the opportunity to take their turn to sing a nursery rhyme of their choosing, a member of staff is on hand to offer sensitive support when they forget the words. Children explore a range of resources that encourage them to play imaginatively. Children take pleasure in acting out roles in the home role play area, making dinner and feeding the dolls, which are sat round the kitchen table. They also use the grocery till and telephone to extend their role play. Staff encourage children's mathematical skills as they display numbers around the nursery and use number rhymes and songs. Children use a range of resources to learn effectively about shape and size, such as shape sorters and construction sets. Staff use physical and sensory activities such as manipulating play dough and swirling their fingers in 'gloop' to enable children to develop their hand control. Routines such as self-registration help children with literacy. However, children do not have regular access to information communication technology. The laptop is restricted to one day per week and consequently children's opportunity to use age-appropriate equipment and computer software is limited. However, overall children are suitably prepared for the school when the time comes.

Children with special educational needs and/or disabilities make sound progress at the nursery as staff liaise with parents and other professionals to ensure the children are properly supported in their development. Several staff have attended relevant training to act as special educational needs coordinator and know how to support children with varying medical needs. Staff provide children who learn English as an additional language with opportunities to use their home language and to develop their skills in English. Staff learn words and phrases in the children's home language and use symbols and picture to aid communication. Staff keep parents informed about their children's learning and development. They communicate verbally with parents on a daily basis to share information on children's interests and skills. This daily interaction also provides an opportunity for parents to discuss any concerns they may have. Staff encourage parents to become involved in their children's learning as they make development records, observations and photographs readily available for them to browse through.

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

Children show that they are happy and settled as they approach staff for cuddles and smile freely. They have secure, warm relationships with staff. Children settle well because staff find out about their routines, likes and dislikes and use this information to provide suitable activities. Staff encourage parents to stay and settle their children and therefore the transition from home to nursery is smooth. Also, staff support transitions suitably

within the nursery. Children spend time in the new group room before they transfer, so that they can get used to their new environment and staff.

Children are confident as they explore their environment with interest. Young children take great pride as they climb to the top of the slide and slide down, giggling into the arms of their key person. Older children are eager to ask visitors questions about why they are there and like to talk about what they are doing. They are familiar with the routines, which makes them feel secure. Children know that after their lunchtime meal they have quiet relaxing time and go to their beds to settle down. However, at times children do not play harmoniously together or follow the rules of the setting. In these instances staff do not deal with children's behaviour in an effective and positive way, nor do they provide strategies for children to learn to manage their own behaviour.

Children are able to develop independent self-care skills across the nursery. For example, most children pour their own drinks and serve their own food from the large serving plates and dishes. They capably use knives and forks to eat their meals and wash their hands before and after eating. Meals and snacks are generally healthy and well-balanced. The full time cook takes all children's dietary requirements, allergies and religious requirements into account. Staff have training in food hygiene and the nursery has been awarded 5 star food hygiene rating. Staff are able to promote children's health and hygiene in the nursery.

Children have access to an enclosed outdoor area at the nursery. However, this is not always used effectively to allow children to have many opportunities to investigate the natural world around them. Staff use the local area so that children have regular fresh air and exercise. Children visit the park regularly and walk to their weekly music session. This means children get enough physical exercise.

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

The leadership and management place high priority on protecting children's welfare. There are effective systems in place to ensure children are kept safe while at the nursery. The manager has recently completed a course in safer recruitment and as a result there uses a thorough recruitment and vetting process. This process helps to make sure all staff are cleared as suitable to work with children. The vast majority of staff have up-to-date safeguarding training and plans are in place for every member of staff to receive this training. This means staff understand their roles and responsibilities to protect children in their care and they are able to protect children's best interests. Staff supervise children well and carry out risk assessments daily before the children arrive. All permanent staff are trained in paediatric first aid to promote the health of children in their care.

Partnerships with external agencies work well, such as physiotherapists and speech therapists provide advice and support to promote children's development. The nursery welcomes parents and they attend open evenings and cultural open days. Staff provide parents with relevant information about the nursery. Parents can see clear displays with

photographs of children engaged in activities to give them an insight to their child's day.

Overall, the management runs a suitable programme of performance appraisals. Staff attend some training courses to improve their effectiveness. However, these courses mainly centre on improving staff understanding of the welfare requirements of the Early Years Foundation Stage and as a result, there is a lack of staff knowledge of how to effectively plan for children's individual learning. Furthermore, systems to monitor individual or groups of children's progress are not rigorous enough to identify whether all children's learning needs are met. The new manager has worked hard to make improvements and has addressed some of the areas identified at the last inspection. For example, a member of staff has recently attended behaviour management training, although this has not had time to embed in practice. The manager is a positive role model, she is a qualified early years teacher, therefore she is well placed to mentor and support staff to improve the quality of teaching and educational programme on offer to the children. The manager positively welcomes support from the local authority to help identify strengths and weaknesses. This demonstrates that she has a strong commitment to drive improvement.

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	EY265405
Local authority	Newham
Inspection number	843531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	40
Name of provider	Little Butterflies Day Nursery
Date of previous inspection	15/10/2009
Telephone number	020 8475 0898

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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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