

Butterfly Nursery

Hove Polyclinic Site, Nevill Avenue, Hove, East Sussex, BN3 7HY

Inspection date	13/03/2013
Previous inspection date	24/02/2009

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

- Staff create a warm, welcoming environment that results in children feeling safe, secure and content.
- Staff consistently build children's self-esteem as they praise and celebrate their individual achievements.
- Staff make very good use of the plentiful resources, 'chatter boxes' and special baskets to effectively promote children's learning and development.
- The management team is enthusiastic, well motivated and fully focused on continually seeking to improve outcomes for children.

It is not yet outstanding because

- staff have not fully established ways in which to encourage all parents to be involved in children's learning and assessment.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 four play rooms and the outside learning environment. The inspector also carried out a joint observation with a manager.
- The inspector held meetings with the manager of the nursery.
- The inspector sampled at children's assessment records, the planning and other documentation.
- The inspector checked evidence of suitability of staff and the self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Weaver

Full Report

Information about the setting

Butterfly Nursery registered in 2005. It operates from four rooms in a purpose built building in the grounds of Hove Polyclinic, Hove in East Sussex. It is a work-based nursery managed by Sussex Community NHS Trust. The nursery opens each weekday from 8am to 6pm, all year round. All children share access to enclosed outside play areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 79 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery also offers care to children aged up to eight years. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language. The nursery employs 21 staff. All of the staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen the involvement of parents in their child's learning; for example, by encouraging them to make further contributions to their child's assessment records and suggesting areas of development for their child.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development effectively, so that all children make progress. Each key person works closely with parents to establish children's starting points and help them settle. Staff use good ongoing observation and assessment systems that enable them to successfully identify and narrow any gaps in children's achievement. These assessments include robust progress checks for children aged between two and three years, which staff share with parents. The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are mostly successful.

Staff thoughtfully plan and provide a wide variety of interesting and suitably challenging learning experiences that meet children's individual needs well. Staff consistently take into account children's current interests when organising the resources and playrooms. They skilfully interact with children and extend their learning as they play. They ask questions

that help children express their thoughts and ideas. As a result, children make good progress towards all the early learning goals.

Children develop well in the skills they need to secure future learning. They become independent learners who initiate their own play. Children eagerly take part in activities and become absorbed in their play. They love expressing their creativity by mixing paint to make different colours. Children show good communication skills as staff encourage them to share their experiences. They talk together about how they live near the sun. Children acquire good skills in using different technology. They confidently explore and investigate resources such as pasta, dough, cornflour and ground rice. Young children are fascinated by the way the dinosaurs get stuck in the cornflour mixture. Children work out how to solve problems as they make a snowman outside. They show good mathematical skills as they count and talk knowledgeably about sizes and shape. Staff competently reinforce numbers with young children as they count the pasta candles in the dough. Staff give good support to children's developing awareness of the link between sounds and letters to support their communication, language and early literacy skills.

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

The effective key person system means that children develop strong emotional attachments to adults. Children benefit from being cared for by warm, caring staff who meet their individual needs well. Babies enjoy plenty of cuddles and reassurance when they need it, which helps them feel safe and content. Children develop good personal and social skills as they form positive relationships with adults and with each other. They behave well and play co-operatively together as they make the snowman outside. They happily take turns and learn to negotiate. Staff handle any incidents calmly and sensitively. They give good support to those children who have difficulty managing their feelings. They help children develop a good awareness of the need to value and respect differences. They learn about each other's home backgrounds and celebrations. Staff thoughtfully and carefully prepare children for transitions within the nursery and to school.

Staff plan and provide visually stimulating and well-resourced indoor and outside learning environments for children. They make good use of the extensive range of interesting resources to help support children's learning. Staff organise the environments exceptionally well to meet children's needs and promote their independence. As a result, children show good levels of independence as they make choices from the easily accessible resources. They move around the nursery safely and independently. They learn to dress themselves when they go outside to play. Staff gently remind children about the safety rules and encourage them to think about what might happen. As a result, children develop a good understanding of how to stay safe.

Staff give high priority to promoting children's health and safety in the nursery. They actively foster children's understanding of healthy lifestyles through robust everyday routines and well-planned activities. Children adopt good personal hygiene practices. They enjoy healthy, nutritious meals and snacks. Children enthusiastically go outside to play.

They develop good physical skills as they climb, run and explore the outdoor area.

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

The management team shows a thorough knowledge and understanding of the safeguarding and welfare requirements. They take robust measures to meet these requirements. For example, they carry out rigorous risk assessments and comprehensive health and safety checks. As a result, staff consistently promote children's safety and welfare well. Robust recruitment procedures help to ensure staff are suitable to work with children. Staff regularly attend safeguarding training so have up-to-date knowledge of how to deal with a child protection concern. All the required documentation to help safeguard children's welfare is in place and well maintained.

Staff work closely with parents and other providers to meet children's individual needs. They obtain all the necessary information they need from parents to help children settle. Staff keep parents well informed about their child's day through helpful written and verbal feedback. Parents receive a wide range of very informative documentation about the nursery's policies and practices regarding the care they provide for the children. Staff also hold regular meetings with parents to formally share about children's progress and learning priorities. Parents say they like the friendly staff and feel well informed about their child's development. They also speak very positively about the bright indoor environment and outdoor area.

The management team shows a good understanding of how to implement the learning and development requirements. They make sure that children experience a wide range of activities that cover all areas of learning. The management team thoroughly monitors and reviews the educational programme to make sure it is helping all children achieve. Staff competently evaluate the activities, use of resources and organisation of the playrooms. This helps ensure children engage in purposeful play that reflects their interests and meets their needs. Staff successfully identify children who need additional support to help them achieve. They work effectively in partnership with agencies to help individual children make good progress in relation to their starting points.

The management team demonstrate a strong drive for improvement in order to enhance the outcomes for children. They actively promote the ongoing professional development of staff through regular supervision and appraisal. Staff attend regular training to continue to improve their skills and knowledge. The managers, along with staff and parents, accurately evaluate the overall provision. They effectively identify strengths and weaknesses in the nursery. Staff take well thought through steps to address the weaknesses and improve the provision for children. Recent improvements have included the development of the outdoor area. This had resulted in a more stimulating learning environment that children enjoy exploring.

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 action. 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	EY298705
Local authority	Brighton & Hove
Inspection number	847386
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	79
Name of provider	Sussex Community NHS Trust
Date of previous inspection	24/02/2009
Telephone number	01273 267558

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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, which are usually the childminder's 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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