

Butterfly Day Nursery

27a Elizabeth Way, Cambridge, Cambridgeshire, CB4 1DD

Inspection date	10/04/2013
Previous inspection date	26/11/2008

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

- A well planned programme of continuous professional development means staff are competent, enthusiastic and well motivated. As a result children enjoy a broad range of interesting activities that help them to make good progress in their learning and development.
- The partnerships with parents are strong and effective in meeting children's individual needs and help to ensure they are settled and happy.
- Children have very good opportunities to express themselves creatively, using materials, such as shaving foam, flour, rice and pasta.
- Children develop healthy lifestyles because they eat healthy and nutritious home cooked foods and have ample fresh air and exercise.

It is not yet outstanding because

- The stimulating and interesting wall displays, including photographs and signage, do not fully reflect the diverse backgrounds and interests of the children attending the nursery.
- The materials available in the outdoor play areas that enable children to specifically explore the natural environment, such as grass, plants and flowers, soil and compost, are not plentiful enough to further support their sharply focused learning.

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 spoke with children and staff at appropriate times during the inspection and observed their interactions.
- The inspector interviewed the manager about the management processes and staff recruitment.
Documentation was sampled, including policies and procedures, particularly those relating to safeguarding, children's learning records and the nursery's self-evaluation.
- The inspector spoke to a number of parents on the day to gain their views on the quality of the provision.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Butterfly Day Nursery has been registered since 1989. It is on the Early Years Register and both parts of the Childcare Register. It operates from purpose-built premises close to Cambridge city centre, Cambridgeshire. The nursery is privately owned. Children have the use of three group rooms on the ground floor and there are two enclosed outdoor play areas. The baby unit is on the first floor.

Opening times are Monday to Friday from 8am to 6pm all year round with the exception of public holidays. Children attend for a variety of sessions. The nursery accepts two-, three- and four-year-old children eligible for early years funding. There are currently 79 children on roll within the early years age range. There are several children attending who have English as an additional language.

The nursery employs 13 members of staff, including the manager. The manager has a foundation degree at level 5. One member of staff holds a degree in early years practice at level 6. With the exception of one apprentice, the rest of the staff hold early years qualifications to at least level 2. Four staff are currently working towards improving their qualifications, with two of these on foundation degree courses. The nursery is a member of the National Day Nurseries Association and holds e-Quality Counts accreditation at Level 1.

What the setting needs to do to improve further

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

- enhance displays and signs to more fully reflect the children and families attending the nursery, for example, photographs of children and their special people, and words from their home languages

- extend further children's opportunities to explore natural materials in the outdoor play areas, including grass, plants and flowers, soil and compost.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They enable all children to make good progress through rigorous observation and assessment of what children enjoy and can do. Parents receive

information about their children's favourite songs and stories so they can extend their learning at home. They share what they know about their children's progress through daily conversations with staff, emails and their children's learning records. All of which contributes successfully to continuity of learning between home and setting.

Children play in a well-organised environment that promotes their independence. Resources are easily accessible and children have ample time to make choices and develop their own learning. They play with a broad range of equipment that reflects other countries and culture, and learn about other religions and traditions. Staff work with parents to support children who have English as an additional language, and learn important words and phrases to make them feel at home in the setting. However, displays, such as photographs and signs in their differing home languages, do not fully celebrate children's own diverse backgrounds and enhance their understanding of each other's differences and similarities.

Activities are skilfully adapted to suit varying groups of children, for example, younger children scoop and pour flour using spoons and cups, while older ones make marks using their fingers and fine brushes. During activities staff talk expertly to the children to promote their curiosity, such as discussing moths that eat wool, and the difference between moths and butterflies. They encourage children to look for information in books, and find them articles on the internet. As a result, children are keen and active learners, well prepared for their future learning experiences. Children learn about size, shape and design as they match cards, make puzzles and build with interlocking bricks. Older children enjoy drawing and colouring and make marks in practical ways as they write their names on artwork. Younger children practise with chunky brushes, paints and chinks to effectively develop their early writing skills. Staff enthusiastically encourage children to explore texture, colour and consistency using a broad range of media including rice, pasta, shaving foam and jelly.

Staff devise fun activities that help children develop muscles that encourage their speaking skills, such as blowing bubbles or curling their tongues and making funny faces. Adults encourage babies to babble through enjoyable, interactive games, such as peek-a-boo. Children in all areas have ready access to a broad range of age-appropriate books, which encourages their love of literature. They enjoy frequent story times and clearly delight in snuggling up to an adult to share books, which effectively supports their communication and language development. Children play imaginatively, for example, they write out pretend party invitations for their friends, telling them the party is a long way away. Toddlers show much enjoyment as they join in singing songs, and take turns to choose their favourites, such as 'Baa, Baa Black Sheep'. All children have good opportunities to become competent users of technology as they explore pop-up toys, electronic games, toy telephones, tills and musical instruments. All of which prepares them well for the future.

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

Children benefit from a secure key person system, which ensures they are settled and happy. Parents are invited to visit to get to know nursery staff and provide detailed information at initial meetings so that staff are fully prepared to meet each child's needs

appropriately. Babies follow their home sleep routines and have their favourite comforters, which means they feel safe and have their emotional needs met well. When children are ready to transfer to different rooms, their key person takes them for visits. This enables them to slowly develop their links with their new key person and ensure their transition is trouble free. These thoughtful arrangements give children positive attitudes towards their future transitions and eventual move onto school.

Children make friends and develop positive behaviour because staff are kind and supportive. They encourage children to learn sharing behaviour and praise them when they are helpful and understanding of the needs of others. For example, when older children spontaneously offer to share their toys. Staff help children acquire responsible attitudes by involving them in simple tasks, such as sweeping the outdoor area, or scraping their own plates after meals. Children discuss the need to stay safe and remember to put away toy boxes when they have finished. All children practise the fire drill regularly so they have a growing understanding of how to keep themselves safe. Staff develop children's independence in self-care by encouraging them to wash their hands and prepare themselves for outdoor play. As a result, they have the necessary skills for the next stage in their learning.

Meals and snacks are appetising and freshly prepared on site each day. Menus are checked to ensure they are nutritionally sound and suitable to support children's growth and development. Younger children sit together at snack times to enjoy social contact and develop good eating habits. Older children enjoy their snacks more flexibly, which enables them to make their own decisions about when and what to eat. Staff eat with the children at lunch times and are good role models as they engage them in friendly conversation. This gives all children positive attitudes towards eating and promotes their enjoyment of food. Good liaison with parents enables the nursery to safely introduce new foods, so children learn to explore different tastes with confidence. For example, they eat couscous and discuss with staff where it comes from and whether it is good for them. Older children are involved in food preparation, such as assembling sandwiches for tea, or making cakes and biscuits, which further increases their understanding of healthy living.

Children play outdoors every day, with older children enjoying free-flow access through much of the day. Babies from the first floor have a period of time by themselves outdoors, so they can move around safely and build their confidence. Staff take them out for walks so they enjoy fresh air, even in inclement weather. Babies and toddlers use balance beams, and enjoy bouncing on small trampolines. Older children learn to pedal and scoot on a range of wheeled toys. All of which effectively supports their physical development.

Staff help children explore the effects of the weather by pointing out the movement of wind-chimes and streamers. Older children build their own obstacle course using milk crates and develop their physical coordination as they walk carefully along the tops and jump off the end. Both outdoor areas largely consist of artificial play surfaces, and although this supports all weather play, it is less effective at enabling children to explore the natural environment. Staff have recently introduced a digging area and some raised beds. However, children's opportunities to extend their understanding of the world by exposure to grass, plants and other natural outdoor materials are not yet fully developed.

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

The manager and her team work well together to ensure all children have good quality, enjoyable learning experiences. Effective arrangements are in place to monitor children's progress and develop consistency throughout the nursery. After a period of change, the nursery staff have worked hard to consolidate their teamwork and build good relationships between themselves. The manager and her senior team appraise staff skills and offer monthly supervision meetings. This helps to ensure there is a secure and relevant ongoing developmental programme that supports staff well as they progress their qualifications. This is welcomed by the staff, who are keen and motivated to do their best for the children, and morale is high. Managers evaluate the provision and take into account the views of parents and staff when deciding on the targets for improvement. Actions plans are steadily worked through to address improvements and change and enhance the provision for all children. This has resulted in a significant improvement since the last inspection and all the recommendations made last time have been effectively met.

Children benefit from strong partnerships with parents. Staff develop close links and ensure key people are available to parents to provide daily verbal feedback about children's experiences and well-being. Parents enthuse about the quality of the provision and say staff are highly supportive. Parents with children who need additional medical interventions, for example, say staff are trustworthy and conscientious to ensure children's needs are thoroughly met. The recent implementation of a parent committee enables them to express their wishes and ideas and, therefore, help to secure good outcomes for their children. The nursery has good arrangements to share information with other providers, particularly the local schools, which helps to ensure consistency of children's care and learning.

Staff are efficiently deployed around the nursery, which results in children being well supported and supervised as they play and learn. Rigorous safety checks and risk assessments maintain a safe environment for children. All staff complete basic training in child protection and safeguarding issues so they know about reporting procedures and effectively keep children safe. Three senior members of staff have completed advanced child protection training, which ensures there is always an informed individual to listen to and act upon concerns. Nursery documentation, including the records of staff recruitment and training, is well organised and easily accessible. Records are carefully maintained so information is accurate and up to date. All this promotes children's health and safety very well.

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	221567
Local authority	Cambridgeshire
Inspection number	907818
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	58
Name of provider	Bernadette Chevli
Date of previous inspection	26/11/2008
Telephone number	01223 358 117

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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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