

Butterfly Blue Day Nursery

Former Garrison Theatre, Circular Road South, COLCHESTER, CO2 7UF

Inspection date

Previous inspection date

20/05/2013

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

- Qualified and experienced staff have a good knowledge and understanding of how children learn, and offer a broad and varied educational programme. Therefore children, including those with special educational needs and/or disabilities, make good progress.
- Children are very happy, safe and settled as they have formed close attachments to their key person. All staff members are dedicated to provide high quality childcare, and take time in getting to know the children and their family.
- Children are able to play and learn in a most child-friendly, welcoming nursery. Superb resources are easily accessible for children to self-select.
- Commitment to establish strong partnership is working and good methods for sharing information mean parents are fully informed and are fully involved in their child's care and learning.

It is not yet outstanding because

- Children have few opportunities to use dual language books, share stories and songs from different cultures and see text in different forms, to raise awareness of different scripts and languages.
- While the indoor environment is rich in print and numbers, this is not yet fully embraced outdoors, and the provision of resources to enable children to routinely explore and discover outdoors is not fully maximised.

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 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 indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and the planning documents.
- The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures and other documents in relation to health and safety.
- The inspector took account of the views of parents spoken to at the time of inspection.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Butterfly Blue Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in newly renovated premises in Colchester, Essex. The nursery serves the local area and is accessible to all children. It operates from four large playrooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:

- provide further opportunities for children to develop the use of their home language in their play and learning
- enhance the quality of the outdoor learning environment, for example, by providing further opportunities for children to investigate the natural world through a wider use of resources outdoors, and ensure it is rich in signs, numbers and words.

Inspection judgements

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

Staff are very knowledgeable and demonstrate a sound understanding of how children learn. This means children are provided with a wide range of exciting and challenging learning opportunities that cover all areas of learning. Each child is provided with an individual approach to meet their requirements as plans are adapted to ensure their specific needs and next steps in learning are supported. There is a good balance of adult-led and child-initiated play. For example, children excitedly take part in an organised cooking activity. They grow their own tomatoes in the nursery garden and use these in their recipe. They concentrate and follow simple instructions as they cut pastry and cheese. They are learning how to stay safe as they use knives well for cutting. Problem

solving is encouraged as they work out how to cut six pieces of cheese. Simple mathematics is also encouraged through daily routines, such as lunch time, children work out how many knives and forks are needed, staff skilfully ask 'Are there enough for everyone?' and 'How many more do we need?' This encourages children to think critically. Older children are beginning to understand the concept of time and the daily routine, as good visual prompts are in place to assist this learning.

Children are eager, active learners as the nursery is extremely inviting offering exciting, high quality resources that interest children and capture their imagination. Staff effectively promote children's language skills by using timely and considered questions, and allow children time to think and respond. For example, young children are asked to make choices at snack time. They are offered bowls of fruit and are able to choose what they want to eat. They are not rushed and good discussion takes place about their chosen fruit. Babies receive very good attention and are spoken to by calm, sensitive and caring staff. They listen to music whilst sitting, exploring treasure baskets. Superb equipment, such as 'crawl in' quiet dens, enables babies to feel secure, cosy and comfortable if they choose.

Early writing skills are encouraged throughout the nursery. For example, babies enjoy the sensory experience of body painting. Toddlers have great fun using the mark making wall and older children have many opportunities to access writing materials both indoors and outdoors for all their activities. Children's self-portraits are framed and children take great pride in showing them to visitors. Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. As a result, children including those with special educational needs and/or disabilities, make good progress.

Children are positively encouraged to make choices and decisions as they initiate their own play, and staff are skilful in supporting children's ideas and interests. Natural play materials and treasure baskets are well-used offering children opportunities for exploration and open-ended play; these are all good skills for future learning. Children act out their favourite stories and lose themselves in their imagination and creativity. For example, they use large boxes as space ships and saucepans for helmets, and excitedly talk about how dark it is on the moon. Children learn how to grow and take care of flowers and vegetables as they use the sensory garden. Some opportunities for children to discover bugs' natural habitat are available but not fully maximised in everyday play. Children do talk about the weather and the effects on their body and colourful fabrics that blow in the wind prompt lots of conversation about the weather. Some excellent resources are available in the garden and children have good opportunities to develop their physical skills, they relish their time outdoors and have great fun in the walk in sand pit. Defined areas for learning are organised in the garden and offer children exciting activities and learning opportunities across all areas. However, there are less opportunities available outdoors for children to recognise that text has meaning as numbers, signs, posters and symbols in the outdoor environment are limited.

Children are cared for by nurturing staff, who invest time in getting to know them and their family. An effective key person system ensures an individual approach to support children's learning. Plans are adapted to meet their specific needs and abilities. Sufficient challenge is offered or extra support is in place as required, to ensure each child reaches

their full potential. Observations made are accurate and clearly identify children's next steps in learning. The staff are fully committed to involve parents at every stage to contribute to the children's learning and share children's achievements at home. This is successfully promoted through the provision of 'what I did at the weekend' forms that are readily available to parents, and enables staff to continue the child's interests within the nursery. Children who have English as an additional language are supported well, but resources, such as, dual language books and signs that are written in the child's home language are few, therefore, opportunities to fully embrace the child's home language at the nursery are not yet fully maximised.

Children are very settled, confident and keen learners, they are developing good self-care skills; for example, even very young toddlers make good attempts at putting their shoes on to go outdoors. Children are encouraged to make decisions. They are developing a good understanding and responsibility of caring for their friends and their environment and listen to staff's instructions. This prepares them extremely well for when they move onto school.

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

Children are very happy and settle quickly as they have formed close, secure attachments to their key person. Meaningful information, such as, children's routines, likes and dislikes are discussed and this contributes to a smooth transition from home to nursery. Babies' routines are respected, therefore, they are able to sleep, eat and play as they choose so as not to disrupt their routine from home, and are in line with their parents' wishes. Babies sleep in an exclusive sleep room. Cots and equipment is of the highest standard. The surroundings are soothing to ensure a restful time and sleeping babies are checked every five minutes by a member of staff.

Children show willingness to participate in all activities offered and are able to do so in a very safe and secure environment. This is because priority is given to safeguard children at all times. Children learn how to keep themselves safe as they practise fire drills and are familiar with clear instructions of how to use the stairs when entering the garden.

Children's behaviour throughout the nursery is very good. This is because they know what is expected of them. Staff are good role models who speak calmly and respectfully to the children at all times. Children's achievements and efforts are praised, for example, young children are thanked for helping tidy away. Children enjoy eating freshly cooked healthy meals and have ample portions to ensure they are not hungry. Some independent skills and decision making are encouraged at mealtimes. For example, children pour their own drinks and serve themselves, deciding on their portion size. Staff are close at hand to encourage children to try foods and assist as required. Good information is in place regarding children's dietary needs and allergies. Babies' meals are prepared according to their needs, for example, pureed or blended as required; therefore, all children's dietary needs are supported well. All children have daily access to fresh air and exercise.

Good support is in place to assist a smooth transition for children who are ready to move into the next room. There is a good handover with the child's key persons and parents are

involved at every stage. Children visit their new room with their key person and are able to ease themselves into the new surroundings at their own pace. Support is offered to children who are preparing to go to school. Primary school teachers are invited to meet the children at nursery and school visits are arranged as working in partnership has a positive impact on children. Information for parents is developing with regard to schools in the areas and this is made available within the reception area.

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

The owner, manager and team of staff are dedicated and committed to provide a high quality childcare provision for children. They strive for excellence to ensure the quality of the provision for children is good. The manager has a good overview of the curriculum and monitors and evaluates staff practices to ensure children consistently make progress. This is effectively achieved as she has a sound understanding of how children learn. Systems for staff training, appraisals and supervision ensure staff receive coaching to improve their personal effectiveness.

Safeguarding arrangements for children are understood by all staff members and embedded in practice. A thorough recruitment and induction process ensures all staff members complete appropriate checks and induction. Safeguarding training is completed and, therefore, staff members have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. This means children's well-being is protected.

The manager is reflective and is able to highlight strengths and areas for further development within the nursery. In the short time the nursery has been open, a positive self-evaluation process means areas for development are quickly addressed. Children's views are considered, for example, they are consulted on what equipment they would like in the garden. Opportunities for parents to have their say are supported by the use of questionnaires. The staff feel valued and know their contribution and ideas for further improvement are welcomed. Therefore, children are cared for by staff that take delight in what they do.

Strong partnership working with parents means children receive the best possible care. A parents' forum is now established and enables parents to have their say, evaluate the provision and discuss any relevant information. A parents' notice board in reception and other useful information is displayed for parents. Arranged meetings with children's key person and an open door policy means every opportunity is in place to enable parents to discuss and support their child's care and learning. Parents comment on their complete satisfaction of every aspect of the setting. They comment on the ease with which their children settle and the progress they make.

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 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	EY455971
Local authority	Essex
Inspection number	899179
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	62
Name of provider	Butterfly Blue Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07947898335

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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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