

# Butterflies Children's Day Nursery

Butterflies Children's Day Nursery, St. Augustines Park, Hull Road,, Hedon, Hull, HU12 8QN

## Inspection date

20/06/2013

Previous inspection date

01/06/2009

## 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

- The staff are secure in their understanding of how children learn. They provide good levels of support through the range of activities and resources provided. This results in the children making consistent progress given their starting points.
- Children are very secure in their attachments with their key person and staff because they are sensitive to the children's individual needs and abilities. As a result, children are confident, engaged and motivated in their play and learning.
- The partnerships formed with early years providers and partner agencies are good. Consequently, children's transitions and individual needs are managed effectively through an inclusive shared approach to their ongoing learning and development.
- Staff work effectively as a team to develop and improve their teaching and learning for the children. They are welcoming and approachable and parents are confident to leave their children in their care.

### It is not yet outstanding because

- The opportunities for children to become more familiar with different technology is not yet fully explored, for example, to extend the use of age-appropriate tasks on a computer.
- There is scope to further promote opportunities for older children to extend their growing independence, particularly at snack and meals times where they can serve themselves or prepare their own snacks.

## **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 with the children and staff in the playrooms and outdoor areas.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journey files and planning.
- The inspector looked at relevant records, risk assessments, policies and procedures and the nursery's self-evaluation.
- The inspector took account of parents' views through written information and those spoken to on the day.

## **Inspector**

Christine Tipple

## Full Report

### Information about the setting

Butterflies Children's Day Nursery Limited was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed. It is situated in a purpose built two storey building in the town of Hedon in the East Riding of Yorkshire. The nursery serves the local area. The nursery operates on the ground floor and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round, except for the Christmas period and bank holidays. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 157 children attending and all are in the early years age group. The nursery provides funded early education for two,-three- and four-year-old children.

The nursery employs 28 members of child care staff. All hold appropriate early years qualifications at level 2 to 6 and one staff member has Early Years Professional Status. The nursery employs three support staff; a cook, gardener and handy person. The nursery supports children with special educational needs and disabilities and children for whom English is an additional language. They are members of the Pre-school Learning Alliance and attend East Riding of Yorkshire management meetings for early years providers.

### What the setting needs to do to improve further

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

- extend opportunities for older children to become more familiar with technology, for example, to manage age-appropriate tasks on a computer
- promote more opportunities for children to further extend their independence in what they do, particularly at snack and meal times.

## Inspection judgements

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

Staff work effectively with parents as children start nursery. The completion of the 'all about me' booklet and the care routine plans provide very good information of each child's needs, routines and starting points. Staff use this as part of their initial observations to

assess the children's interests in order to plan for their ongoing development. The staff have a good understanding of the areas of learning. As a consequence, they provide a wide selection of purposeful and interesting activities that enable children to develop their skills and make consistent progress in their learning. The regular observations and assessments completed by staff assist them to identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children may require. The parents have regular written reports that provide them with details of what their children do, their achievements and next steps. Parents have a copy of these which enables them to effectively support and contribute to their children's learning at home. This results in parents being well informed about their children's ongoing progress. All information is kept in the children's individual learning journey files.

Children are engaged in the activities provided and show a positive level of confidence and independence. However, there is scope to enhance older children's opportunities to carry out different tasks more independently. For example, at meals times to serve themselves or prepare their own snacks. The outside areas are used daily for all the children and provides a variety of learning activities. Younger children readily use the seesaws and tricycles and show good levels of skill in getting on and off these. The tyres provide other physical challenges, such as climbing and balancing to support children's skills effectively. The use of guttering on different levels causes excitement as the children pour water down these. They add stones to see if this stops the water going into the bucket at the bottom. Staff support the children to predict what would happen if more stones are added. Children stated it 'stops the water'. This enhances children's understanding in making links and to problem solve. Children plant and look after the different vegetables they grow and then harvest these to eat. They look for insects under the logs and discover a frog. These activities extend children's understanding of nature and their environment. Babies show contentment because the staff give high levels of attention to their personal care routines and their need to investigate. The well-resourced sensory area and treasure baskets fully enhance their experiences and desire to explore the world around them. This is effective in fostering their growing self-assurance.

Staff interact very well with the children enabling them to contribute to their learning. Staff provide time for children to respond to questions and to share their interests and describe their experiences, such as going on a picnic. This promotes children's confidence in their communication skills and in extending their vocabulary. For children whose home language is other than English, staff use words in their language, such as a special greeting when they wake up. There are various visual and simple signing used to provide an inclusive approach so all children take part and are involved in their learning. The children self-register and there are writing tools and resources around the rooms for the children to start and see writing for a purpose, such as making lists to go shopping. Older children have an interactive white board that offers some additional learning activities, such as mathematical and literacy. However, opportunities for children to become more familiar with technology is not fully extended, for example to manage age-appropriate tasks on a computer. As a result, children's understanding in how they use technology for different purposes is not yet consistently promoted.

Children use a good selection of different media and creative resources that enables children to explore different textures, colours and shapes, such as malleable materials.

The toddlers enthusiastically play with the shaving foam, using their hands and fingers, to make different marks and patterns with. The children enjoy their sessions with the person who comes to do music and physical activities with them. For example, children take part in exercises using different parts of their body and follow simple rules in the team sports game. This extends children's skills and confidence in how they move their bodies. The good quality of the support and learning experiences provided for all the children ensures they are ready for the next steps in their learning.

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

Children are very secure in their attachments with their key person and staff because they are skilled and sensitive to the children's individual needs. As a result, children are confident, engaged and motivated in their play and learning. The positive range of accessible resources and equipment for the children in all areas of the nursery offer interesting learning opportunities that are welcoming, both indoors and outdoors. This results in capturing children's ongoing interests and decision making in what they do. Staff provide a positive and inclusive environment where all children can develop and progress. Key persons actively follow guidance from other professionals, such as the sensory unit, portage and the children's centre, to ensure children receive good levels of consistent support to promote their ongoing learning and development. The transition arrangements for children as they move rooms in the nursery are managed very well and relevant to each child's needs. Parents receive information of the new room their child is to move on to and meet with their child's new key person. This results in children being settled and secure as they move on. The links with schools are good and information is creatively displayed with photographs of the different schools. Staff liaise with school staff and visits and information is shared, to ensure continuity as children move to the next stage in their learning.

Staff support the children very well; they respond sensitively to them so they feel secure to express themselves, to share how they feel in support of their behaviour. Children's contributions are valued through effective praise and encouragement in what they do. The simple boundaries in place reflect the needs and understanding of the children. They learn to play cooperatively with other children through the development of their social skills and to understand what acceptable behaviour is. This results in children being secure and self-assured. The staff talk with the children and provide activities that support them in their understanding of safety issues. For example, how to use the different tools and equipment correctly and to raise their awareness of keeping safe in what they do both in the nursery and at home. This supports them to develop their confidence and to take levels of risk in a safe environment.

The nursery provides all meals and snacks for the children. The food is sourced mainly from local suppliers and prepared from fresh by the cook. The nursery use the 'eat better, start better' guide to ensure they offer a balanced and nutritional diet for the children and portion sizes that they can manage. As a result, children enjoy their food and have extended what they eat. The nursery promote good health and hygiene practices with the children which includes the 'bus brush' programme, to support them to clean their teeth

after lunch and to follow this on at home.

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

The management and staff regularly monitor the teaching, learning and provision for the children. This supports them to assess where the children are in their learning and to clearly identify areas to support and extend relevant to their needs and abilities. They promote effective learning as a guide to support children's engagement, motivation and thinking skills in what they do. Staff work closely with other professionals so children receive consistent and targeted support to help them achieve in their learning and development. Staff, parents, children, the local authority and other partner agencies contribute to provide a shared approach to how the nursery improves their provision for the children. This is used to inform the nursery's self-evaluation and results in a focused plan that promotes the continual development in the quality of care and learning provided.

The nursery's recruitment and selection procedures are robust. There is good management support for staff through regular team meetings, training and regular appraisals. This informs individual staff's needs that effectively contributes to their self-development. Staff have completed regular safeguarding training to remain up-to-date about current procedures and requirements in protecting children. This includes working in partnership with the relevant agencies in support of children. Risk assessments are monitored to minimise any incidents or accidents. All policies and procedures are reviewed to ensure these reflect current practice and guidelines and are fully shared with staff and parents. These all contribute to the safe management of the nursery.

The partnerships with parents are good. The nursery information pack provides them with relevant information about the care and learning offered. The taster settling-in sessions and the completion of the care plans build positive relationships with the key person, parents and children. Displays in the nursery and the regular newsletter keep parents informed about what activities their children are engaged in. The information boards, children's daily sheets and progress reports all contribute to keeping parents up-to-date with their children's ongoing care needs, learning and progress. Parents appreciate the daily opportunities they have to speak with the key person and staff and how welcoming and supportive they are. This enables them to ask questions and be confident to share any issues they may have. Parents are very happy with the good level of care, support and learning experiences provided and how much their children enjoy going to 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 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

<b>Unique reference number</b>	EY379668
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	878800
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	99
<b>Number of children on roll</b>	157
<b>Name of provider</b>	Butterflies Childrens Nursery Limited
<b>Date of previous inspection</b>	01/06/2009
<b>Telephone number</b>	01482 899699

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

