

Butterfly's Day Nursery

Cheswold House, CROSS HILL, Hemsworth, WF9 4LQ

Inspection date

01/07/2013

Previous inspection date

10/10/2011

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

- Children are safeguarded because all staff demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.
- Children and babies are happy, confident and well-cared for because they have formed positive relationships with staff.
- Children play safely and behave well because staff offer praise and encouragement to promote their self-esteem.

It is not yet good because

- Monitoring of children's assessment is not consistently rigorous. This results in learning experiences that are not fully matched to children's individual interests or learning styles and therefore, do not have sufficient challenge.
- Monitoring and evaluation of practice, including gaining the views of staff is in the early stages of development. As a result, there is no successful improvement plan in place that fully supports children's achievement over time.
- Older children are not given the opportunity to take responsibility for everyday tasks, especially at mealtimes. As a result, they are not gaining a sense of independence to help extend their confidence in their own abilities.
- Planning of the environment does not fully take account of children's individual learning styles and interests. As a result, older children are not sufficiently motivated or interested to hold their attention at an activity.

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 held meetings with the manager of the provision and the provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector observed activities and care practices inside and outside. She also completed a joint observation with the manager.
- The inspector looked at relevant documentation including qualifications of staff, risk assessments, policies and the setting self-evaluation form.

Inspector

Jane Tucker

Full Report

Information about the setting

Butterfly's Day Nursery was registered in February 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three privately owned nurseries. It is situated in a purpose built premise in the Hemsworth area of Wakefield, and is managed by a local manager. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one with a Foundation Degree in Early Years.

The nursery opens Monday to Friday for 51 weeks of the year and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 78 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 children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support 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:

- ensure observational assessments are used more consistently to identify children's individual interests and learning styles, and then use this information to plan purposeful learning experiences for each child.

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

- develop further the monitoring and evaluation of practice to ensure that the drive for improvement is demonstrated by a clear and successful improvement plan that supports children's achievements over time
- provide children with opportunities to take responsibility for everyday tasks to gain independence, especially at mealtimes
- respond to and be guided by each child's interests and learning styles when planning the environment to support adult and child-initiated activities, so that children are motivated to play, explore and be engrossed in their learning.

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

Children are happy and practitioners generally plan a good selection of activities that successfully promote children's learning through play. However, the planning of the environment to support adult and child initiated play has scope for improvement. This is because it does not fully take account of children's individual learning styles and interests. As a result, some of the older children are not sufficiently interested or motivated enough to hold their attention at an activity. For example, children who take part in a large group activity outdoors using an obstacle course to promote their physical development, quickly move away from the activity after the member of staff has left.

Children have opportunities to access and handle books and they enjoy looking at them and discussing the stories with their friends. A practitioner reads a well-known story about pigs that the children are familiar with and pauses at intervals to encourage them to fill in the missing words or phrases, therefore, promoting early literacy and reading skills. There are opportunities for the children to extend their thinking with questions, such as, 'Which house do you think is the strongest?' and 'What do you think might happen next?' The practitioner encourages the children to answer by putting up their hands. This simple experience of asking children to put up their hands to answer questions helps children to develop a key skill for starting school.

The vast majority of practice is based on practitioners' generally sound understanding and knowledge of how to promote the learning and development of children and babies. However, this is variable between different staff members and when applied to different age groups. Practitioners can demonstrate that children are making steady progress and that they have reasonable expectations of all children. Children enjoy periods of free play where they can access the resources available to them. They act independently in the nursery and are showing confidence in their ability to put their coats on for outdoor play. However, during mealtimes there are missed opportunities for older children to take responsibility for everyday tasks, such as, getting their own cup, pouring their own drink and making food choices. This means that although children are obtaining a satisfactory range of skills to support their readiness for school, there is scope for improvement by allowing more independence during mealtimes.

Ongoing observational assessments are used to monitor the progress children make from their starting points. Parents are generally included in their child's learning, for example they share information about their child's interests. Parents are encouraged to contribute to their children's learning at home by working in partnership with their child's key person. Some parents have also attended parents evenings, where they discussed their child's progress with their key person.

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

Children in the nursery demonstrate that they feel secure and are confident as they independently explore their environment. Well-established care practices ensure children settle quickly, are happy and enjoy their time at the setting. For example, one baby who was attending for her first day was happy to engage in playful interactions with her key person and enjoyed exploring her new environment. Babies and older children separate from their main carers with ease showing confidence in the care of the staff. All children are assigned a key person who works with the children and their parents, sharing and exchanging appropriate levels of communication.

Children behave well in the setting as staff act as positive role models; they are polite to each other and work well as a team. This helps children to learn about how to behave and co-operate with each other. Older children are encouraged to manage their own personal and hygiene needs. They go to the toilet independently and are monitored whilst washing and drying their hands to ensure this is done properly. Staff ensure younger children and babies wash their hands before mealtimes using baby wipes and warm water. Children are provided with a healthy balanced diet, which includes a combination of fresh fruit, vegetables and hot meals. These are prepared on a daily basis taking account of any allergies and specific dietary needs. Children are observed to enjoy their lunch together, and learning to use a knife and fork safely.

Practitioners provide opportunities for children to play outside and to manage their own risks as they climb through tyres and under tables. Children are provided with appropriate support to prepare them for their transition to school and there is an established

relationship between the local school and nursery, which currently relies on verbal exchanges. This means there is not yet a well-developed transition process in place that promotes the sharing of children's care and development records.

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

The setting is securely maintained and there are risk assessments in place to ensure potential hazards are identified and minimised. This helps keep children safe from harm. The arrangements for safeguarding children meet statutory requirements and give no cause for concern. The majority of staff hold current paediatric first aid certificates to protect children's health and safety. There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Recruitment procedures ensure suitable checks are obtained and potential new employees are invited to work alongside children and staff prior to them being offered a position.

The manager has a satisfactory understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning and delivery of the educational programmes. There are appropriate systems in place to monitor this however, they are not yet robust enough to reflect the needs, aptitudes and interests of children. As a result, practitioners are not fully supported in these areas. Regular appraisals are in place to identify practitioners' training needs. The manager will also be attending supervision training in July of this year, which will enhance her professional development in performance management. The manager has only been in post for six months and this is her first management role.

Staff work in partnership with parents and carers and children are respected in-line with their backgrounds and beliefs, which promotes the inclusion of all children. The setting seeks support from the local authority if they suspect children have special educational needs or disabilities, ensuring their needs are met and their learning promoted. Appropriate arrangements are in place to evaluate the nursery and the manager has completed a self-evaluation, however, this is not sufficiently robust to be fully effective, to support children. There is a development plan in place to improve training opportunities, peer observations, supervisions and improving the partnership with parents.

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	EY346645
Local authority	Wakefield
Inspection number	878293
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	78
Name of provider	Butterfly's Day Nursery (Hemsworth) Limited
Date of previous inspection	10/10/2011
Telephone number	01977 619000

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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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