

# Butterfly's Day Nursery

Unit 12 Selby Business Park, Bawtry Road, Selby, North Yorkshire, YO8 8NB

<b>Inspection date</b>	27/08/2013
Previous inspection date	27/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Partnerships with parents are very well established, and they are expertly supported to continue their child's learning at home. This contributes to children's good progress.
- Staff are diligent about making sure they are well informed and responsive, to ensure that they meet children's individual care requirements.
- The nursery has formed effective links with a varied range of other providers and professionals. This provides a firm base to exchange information in order to ensure that children's continuity of care and learning remains strong.

### It is not yet outstanding because

- Staff do not always ensure that the next steps to meet children's individual learning needs, identified through their observations and assessments, are systematically incorporated into their planning to ensure that educational programmes are of exceptional quality.
- Ways for staff to enhance, extend and support children's learning and well-being when children use the nappy changing area are not fully explored.

## 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 conducted a tour of all of the areas children use, in the nursery and outside, accompanied by the deputy manager.
- The inspector spoke to children and staff and held a meeting with the manager.
- The inspector observed staff and children during a varied range of indoor and outdoor activities.
- A discussion and joint observation of a game involving pre-school children was carried out by the inspector and the manager.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, the nursery's record of self-evaluation, documents relating to previous complaints, a sample of children's files, policies, procedures and other records.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

Butterfly's Day Nursery was registered in March 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on a business park in Selby, North Yorkshire, and is one of three settings run by the same owners. The nursery is mainly open plan; there are four main play areas, children's bathrooms, a kitchen, office, staff room and disabled facilities, all set over two floors. Access to the first floor is via stairs. There are enclosed outdoor play areas for children to use. The nursery keeps a small number of pets, including fish and large African snails.

The nursery operates Monday to Friday from 7.30am until 6pm, except for Bank Holidays and one week at Christmas. It supports children with special educational needs and/or disabilities. There are currently 103 children on roll, 95 of whom are within the early years age range. Children attend for a variety of sessions. The nursery is registered with the local authority to provide funded early education for two-, three- and four-year-olds.

The nursery employs 17 members of staff who work directly with the children. Of these, two are qualified at level 6, which includes the manager, two hold childcare qualifications at levels 4 and 5, and 13 hold level 3. The staff team includes three members who are contracted to provide contingency cover. In addition, the nursery employs a cook and a cleaner.

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

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

- enhance the use of the information staff gain through their observation and assessment, to fully ensure individual children's next steps in learning are incorporated systematically into planning, so that educational programmes are exceptional
  
- build upon the stimulating environment evident in playrooms to include nappy changing areas, in order to enhance, extend and support children's learning and well-being during these routine activities.

### Inspection judgements

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

Children make good progress in their learning. This is because staff provide a wide and varied range of interesting and challenging activities and experiences across the seven areas of learning. Staff place great emphasis on children learning through play that they choose and lead themselves. This helps children to learn based on their interests. Staff are confident and secure in their knowledge and understanding of when and how to intervene in children's play and learning and when to provide additional support. This is because they regularly observe children and get to know them very well. Children benefit from taking part in a wide range of practical, first-hand learning experiences. For example, visitors are invited to the nursery to share their knowledge, trips and outings are arranged, children cook and they help to care for a small number of animals.

Staff complete very regular observations of children, which they record and store in children's individual files. They use this information to gain an accurate picture of each child's individual learning needs and interests, and to confirm the progress they are making in their learning and development. Staff's findings are regularly recorded, which they use to form a progress report that they share with parents. Staff use this document to help them to check that each child is working comfortably within the typical range of development expected for their age. This system also alerts staff to investigate further if a child is getting left behind in their development or if extra adult support is needed to help the child make progress in an area of learning. Planning is flexible and is usually guided by a theme chosen by staff, based on children's interests. Evidence shows that staff are aware of children's next steps in learning. However, it is not always clear how the individual learning needs of each child, based on their next steps and following staff's observation and assessment, shape and influence planning, in order to ensure that exceptional educational programmes are implemented.

Children are interested and keen learners who display the characteristics of effective learning. This is valuable in helping children to develop positive attitudes towards learning, particularly as they prepare for their education in school. For example, children are actively involved in their learning and are keen to find out and have a go. They investigate how to be creative by using different painting and mark-making techniques, and explore the properties of natural materials, including soil, cornflakes, sand, water and play dough. Babies and older children use a varied range of interactive equipment which helps them to develop skills and knowledge they will need to operate and manage everyday information and communication technology. All children are very well supported to develop their communication and language skills and their physical, personal, social and emotional development. These are known as the prime areas for learning, and staff place a sharp focus on these, particularly for children aged between two to three years of age. This helps to form a secure basis for learning and provides children with key skills to develop their confidence and independence in readiness for school.

The effective key person system that is in place fully supports the nursery's strong commitment towards forming successful partnerships with parents. This process commences by staff encouraging parents to share information when they and their child are initially introduced into the nursery. This helps staff get to know children quickly in order to meet their individual needs. The regular exchange of information that follows helps to keep parents informed and updated, and contributes very effectively to continuity of learning at home. As a result, children are settled, happy and feel secure. They

demonstrate this by being independent and enthusiastic learners. Children form warm and friendly relationships with adults and each other, and their high levels of self-esteem contribute successfully towards their confidence and very good behaviour.

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

Babies and children use a wide and interesting range of toys and equipment, indoors and outside. Staff place high priority in presenting the resources attractively and in ways that help children to make independent choices and decisions. For instance, they arrange baskets on the floor, encouraging the babies to explore what is inside and practise their mobility skills. Resources are displayed on open shelving or in storage containers that are clearly labelled, helping all children to see the range of equipment, find what they are looking for and assist with tidying up. Interesting use of colourful and fascinating mobiles that hang from many ceilings draw children's attention to different levels and contribute towards making the rooms look welcoming and inviting. The walls of each playroom are well decorated, with displays that children contribute towards, and pictures, posters and photographs. This makes the play environment conducive towards children's learning. However, there is scope to enhance and support babies' and children's learning and well-being when they are involved in nappy changes that take place in the busy nappy changing area on the ground floor.

Babies and children use interesting outdoor areas where challenging learning experiences take place, supporting their development and well-being. For example, they climb, balance and use a variety of mobile, wheeled toys. Children grow and harvest a wide selection of fruit and vegetables, such as potatoes, onions, tomatoes, kiwi fruit, peas and aubergines. This helps them to understand about the food they eat and supports their understanding of making healthy choices because they have been involved in the planting and growing process. Additionally, children benefit by being provided with freshly produced, nourishing meals and snacks, which contribute towards their good health. Older children are very involved at mealtimes as they serve themselves food and drink and help with clearing away.

The arrangements for babies and children who join the nursery and during the periods of time when they transfer between rooms are very well established. Flexible settling-in sessions are available to new children and their parents. Visits are arranged for when children are ready to move into the next room suitable for their age and stage of development as they transfer through the nursery. This helps children prepare for the change and minimises any distress. Parents are fully involved in this process and are invited to share any details about their child's individual needs so that staff are well informed. Staff are well deployed throughout all areas of the nursery, helping to provide children with effective supervision and clear guidance about what is acceptable behaviour.

The strong key person system that is firmly established is enhanced by photographs that parents supply of family members. These are made into individual books or 'picture boxes' for babies and children to use. This helps children develop a keen sense of belonging by having reminders of the key people in their lives around them and makes a strong link with home. As part of the routine, children learn about effective hand washing, particularly

before they eat and after using the toilet. They also learn about keeping themselves safe. For example, children take part in regular fire drills and learn how to move safely between floors when they go up and down the stairs to go outdoors to play.

Staff are diligent about making sure they are well informed and responsive to ensure they meet children's individual care requirements. For example, they effectively meet children's sleep and special dietary needs and take good care of children when they show signs of feeling unwell. Children's care needs are met very well. Staff take their responsibility seriously to work closely with parents regarding meeting children's individual needs. The manager effectively uses incidents, such as concerns that are brought to her attention or analysis of any accidents or incidents, to review staff practice to ensure children remain safe and well cared for.

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

The manager competently leads a well-qualified, settled staff team. She leads by positive example and regularly works alongside her staff, enabling her to assess their performance and monitor the provision for children. The staff are well supported by the manager to fulfil their responsibilities to meet the requirements of the Early Years Foundation Stage. An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, staff meetings and annual appraisals. Plans are in place to enhance this further by the addition of peer supervisions. This makes sure staff are confident and resourceful as they strive towards maintaining good standards of care and learning for children.

There are effective safeguarding arrangements in place. All staff attend safeguarding training and know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Comprehensive written safeguarding procedures and guidance are in place for referral, including detailed risk assessments. The building is secure and areas children use are safe. Staff carry out routine visual and written checks. This helps staff to be confident of their responsibility to protect children and understand the steps to take to ensure their safety remains a priority. There are secure systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are robust recruitment and induction systems in place and staff's suitability to work with children is regularly checked.

The nursery has good links with a varied range of other providers and professionals. This provides a firm base to exchange information to ensure that children's continuity of care and learning remains strong. It also helps to provide a seamless transition between other settings children attend and into school. Partnerships with parents are well established, a particular strength being the nursery's commitment to engage with parents. Staff fully involve them in their children's care, learning and development, and expertly support them to continue their child's learning at home. Since the last inspection, ways in which parents are involved in their child's learning and links with other providers have greatly improved. Staff, parents and children contribute towards the nursery's plans for improvement. This helps the manager identify areas of strength and those for development. She is reflective

about staff's practice and the provision for children's care and learning, particularly being responsive following any concerns raised by 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

<b>Unique reference number</b>	EY302657
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	914952
<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>	84
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Butterfly's Day Nursery (Selby) Limited
<b>Date of previous inspection</b>	27/03/2009
<b>Telephone number</b>	01757 701 791

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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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