

Butterfly Nursery School

Horne Village School, Church Road, Horne, Surrey, RH6 9LA

Inspection date	13/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and use this to provide children with exciting learning opportunities to support their progress.
- Partnerships with parents are strong and staff share and actively encourage the two-way flow of information to ensure that each child's needs are met.
- Policies and procedures are robust and effective to promote the welfare of children.
- Teaching is good because of the positive interaction and effective use of resources both inside and outdoors which supports the children's learning and development.

It is not yet outstanding because

- Staff do not always extend activities and opportunities to develop children's communication and language skills at meal times.

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 main room, the Caterpillar room and the outside learning environment.
- The inspector held meetings with the manager of the provision and conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Antonia Ogden-Meade

Full report

Information about the setting

Butterfly Nursery School registered under its current ownership in 2013. It is a privately owned nursery and operates from a former village school in the rural area of Horne, near Smallfield and Horley, in Surrey. The nursery primarily serves the local community and operates for 50 weeks of the year. It is open Monday to Friday, from 8am to 5.30pm. Morning sessions run from 8am to 12.55pm. Afternoon sessions run from 1.05pm to 5.30pm. Children may attend all day. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children aged under two years are cared for in a separate room to those aged two- to four-years-old. The nursery receives funding for the provision of early education for children age three and four years. The nursery supports children who speak English as an additional language and those with special education needs and/or disabilities. All children have access to a fully enclosed outdoor area. The nursery owner works as the manager. A team of seven staff work with the children. The manager has a foundation degree and four of the staff have an early years qualification at level 3. One staff is qualified to level 2 and another is due to undertake training. The nursery also employs a cook.

What the setting needs to do to improve further

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

- increase opportunities for children to engage in conversation, for example, during mealtimes.

Inspection judgements

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

The children are welcomed into bright and well resourced rooms. Teaching is effective and the staff have a good depth of knowledge to ensure that the areas of learning and development can be taught in an accessible way to each age group. As a result, children make good progress in their learning and development.

There are two separate rooms to allow for caring of different aged children in safe and appropriately resourced areas. However, staff use opportunities to mix the groups as this encourages the development of the children's personal and social skills and also ensures that children are able to learn from their peers. Staff have high expectations of the children. Where children have different starting points their key person works to develop strategies to ensure they can continue to consistently progress. Sometimes this involves support from external experts and this partnership approach is activity used where help is required. This means that children are well supported in their learning by the staff team. Advice and support is sought from specialists where necessary, which addresses any

concerns noted in their development assessments. Staff share individual learning strategies with parents so that learning can continue at home which again supports the children's good progress.

The inside and outside environment provides accessible learning for all ages. The children can explore different resources and a good range of activities are always available for them to engage as their interests develop. The staff adapt routines to mirror the children's day at home and as they become settled staff use the routine to support a growing independence for the older children. Children independently access the art area and are able to navigate their way around the different art and craft resources to choose stencils or paints, paper and crayons for example. They are excited about making pictures and eagerly talk about the colours and resources they want to use.

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

Children are settled and happy at the nursery and the environment is warm and inviting. The settling in policy ensures that through a number of planned visits the partnership between home and nursery is established before the child formally starts. This system has been developed in response to the needs and feedback of the parents and demonstrates the staff team's commitment to providing a high level of support for the children.

Children's health is promoted through positive encouragement to maintain a healthy lifestyle. Staff encourage the children to be physically active outside, have good personal hygiene and the children also contribute to preparing for snack and meal times. This helps the children develop an understanding of maintain a healthy lifestyle. The nursery cook provides hot nutritious meals such as fish pie at lunchtime and a smaller meal for tea time. Staff support the children with any needs identified such as cutting food. However, they do not always sit with the children and therefore miss some opportunities for children to extend their thinking and language through conversations with adults.

The key person system is well established and parents know who their child's key person is. The relationship built between the key person and the child supports the development of the child's initial assessment and on-going refinement of their learning journey. Children have positive relationships with the staff team and the strong bonds and secure attachments enable them to be confident and independent learners. Staff know their key children well therefore next steps plans are regularly updated and have been shared with the child's parents so learning can continue from the nursery to home and vice versa.

Staff teach positive behaviour strategies so children have a good understanding as to what is acceptable. Where sharing becomes an issue the staff will help the children to work out what the problem is and then help them to develop a solution. Children are therefore aware of the behaviour expected, generally play together harmoniously and benefit from positive interaction with each other. This focus forms part of the nursery's strategy to support the children through transitions such as the move from the younger age room to the main classroom, or on to school.

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

All staff understand their roles and responsibilities to protect children. There is a strong focus on welfare and safeguarding in the nursery. Since registration, the manager has updated the nursery's policies and procedures with the support of the deputy manager. This has enabled her to review all current practice to ensure that the care provided and the curriculum delivered meets all required standards. The updated policy file is under constant review, which means that practice is current and reflects new guidance. Staff comment and review the policies as part of the nursery's 'policy of the month' programme. As a result, the manager is able to ensure that they are being implemented appropriately by assessing their understanding.

The manager has also reviewed management practice and as a result there is now a system of reflection and planning set up to capture improvements required to further improve the nursery. Staff have identified training needs and a development plan highlights training booked for the forthcoming term and highlights longer term priorities. All staff attend safeguarding training as they start and also have training related to health and safety and evacuation on induction. Recruitment practice is good and all staff have appropriate Disclosure and Barring Service checks before working with the children. Enhancing practice and maintaining a safe and secure environment are priorities for the nursery. The reflection process ensures that practice is consistent across the staff team which supports this ethos.

Daily staff meetings ensure that children's development needs are planned for and activities to meet the children's interests and needs are provided for each session. For example, staff introduce a painting activity based on making Christmas decorations. Staff talk about the colour, shape and texture of the decorations as the children choose their paints and decorate their sourdough shapes. This helps the children to learn about the different colours, develop physical skills as they handle small brushes of various lengths and different shapes, and they develop their language as they learn new words to describe the texture of the sourdough.

The staff have a good understanding of their roles and responsibilities with regard to implementing the Statutory Framework for the Early Years Foundation Stage. With this knowledge they use consistent assessment techniques to review the progress of their key children. As the manager knows each child well she is able to review these assessments to ensure they are accurate. This information is used to ensure that each child is making good progress or where progress is not as expected that there is a plan in place. The special needs coordinator in the nursery is able to develop individual strategies for children whose progress requires extra focus. This expert input complements the role of the key person in building a plan to support the child's progress. As a result, children with identified needs are targeted and their progress monitored so that appropriate interventions are identified and gaps are closing.

Parents report that they are well informed and feel included in their child's learning and

development at the nursery. Where additional support or expertise is required outside the nursery, the manager has effective systems in place to support both the child and their family to engage with external agencies.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464272
Local authority	Surrey
Inspection number	922375
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	26
Number of children on roll	48
Name of provider	Angela Collyer
Date of previous inspection	not applicable
Telephone number	01342 843655

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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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