

Butterflies Nursery

Marsh Farm Children Centre, Redgrave Gardens, Luton, Bedfordshire, LU3 3QN

Inspection date	03/01/2014
Previous inspection date	09/04/2009

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

- Children develop strong bonds with their key person, as a result, they are competent learners because they are happy and secure in their learning and play.
- Staff are motivated and enthusiastic. They work extremely well as a team and they consistently provide a stimulating environment for children to learn and make progress.
- The leadership of the nursery is strong. Effective support for the manager and staff team ensure they have the skills to progress children's learning and development to a good level.

It is not yet outstanding because

- There is scope to develop the planning for the youngest children to focus more clearly on children's personal, social, communication and physical skills as the foundation for the activities provided for babies and younger children.
- Parents are not fully informed about the next steps in their children's learning to enable them to fully support their children's learning at home.

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.

Inspection activities

- The inspector observed children playing in the open plan playroom and the outside learning environment.
- The inspector talked to parents and staff about children's personal care, development and daily routines.
- The inspector looked at a selection of children's learning journals, assessment records and documents relating to the overall management of the nursery.
- The inspector held discussions with the nursery manager, her line manager and the development officer of the Pre-school Learning Alliance.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Tina Kelly

Full report

Information about the setting

Butterflies Nursery opened in 2005 and is registered on the Early Years Register. The nursery is run and managed by the Pre-school Learning Alliance. It operates from an integrated unit in the Redgrave Children and Young People's Centre in Marsh Farm, Luton. Children are cared for in an open plan room with a separate area for babies. There is an enclosed outside play area.

The nursery is open from 8am until 6pm, 51 weeks of the year, excluding bank holidays. There are currently 100 children on roll. The nursery provides funded early education for two-, three- and four-year-old children, they support children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 13 members of staff to work with children; they all hold level 3 qualifications. The manager is supported by her line manager and development officer as part of the Pre-school Learning Alliance management structure. The nursery is supported by Luton Borough Council early years team. They hold the 'Reflecting on Quality' accreditation through the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the planning of activities for babies and younger children to give greater focus to the prime areas of learning, so that their progress is maximised in these areas
- extend opportunities for parents to be involved in their children's progress at home by providing more detailed information about the next steps in the children learning.

Inspection judgements

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

The quality of teaching is good because all staff have a secure knowledge of how children learn through play. They use this knowledge well to plan a broad and diverse programme of stimulating activities to extend and promote children's learning and development. Children's independence is promoted as each key person plans effectively to extend and support children's individual skills across the seven areas of learning. However, the personal, social, communication and physical areas of learning are not consistently used

as the focus for the planning of the next steps of younger children. This occasionally results in some aspects of planning which are not always relevant to the ages and stages of development for babies and younger children. Children are encouraged to express themselves and follow their own interests as there is a good balance of adult-led and child-initiated play. Children who speak English as an additional language and those with identified special educational needs and/or disabilities are supported well. The key worker liaises extremely closely with other supporting agencies. This ensures developmental and learning needs are identified, met and supported to a very high level. The nursery works with parents and the early years advisory services, who are part of the on-site children's centre, to support children's progress and learning. The nursery uses the information gained from parents when children join the nursery as the starting points for children's continued learning. The 'progress check at age two years' is shared with parents to enable them to support their children's developing skills at home. However, information taken from children's ongoing and termly assessments are not consistently shared with parents. They are not always made aware of how they can continually be actively involved in fully supporting their children's learning at home.

Children move freely around the exceptionally well-resourced nursery. They are encouraged to explore and follow their own interests, staff are actively engaged in supporting children's progress as they play. In the home-play area staff teach children to use numbers and counting by asking how many cups and do you need more? This supports children's problem solving skills and understanding of mathematical language. Children include adults in their play, offering cups of tea, setting out meals and drinks on the play tables. Children listen and use appropriate language to express themselves and make their needs known. They tell staff if they would like some more and if they have finished. Children enjoy dressing-up and demonstrate a strong sense of achievement and pride as they walk around in a fluorescent jacket, rucksack and wings. Appropriate help is given as children learn how to manipulate the different pieces of clothing and become involved in imaginative play. Staff teach children to think for themselves by asking questions that are linked to their previous experiences. This support helps children to make sense of the wider world through play. The home-play area provides children with a wide range of resources, which enable them to link their learning to experiences at home and build on skills they will need in the future.

Staff know children well, they take time to talk to parents to share achievements and find out about events from home. The nursery plans a broad educational programme based on the Statutory framework for the Early Years Foundation Stage guidance and supporting documents from the Pre-school Learning Alliance and the local authority early years team. Children are gaining the skills they need to move on to other early years settings, such as school with confidence.

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

Children develop strong bonds with their key persons and the whole staff team. They are confident in seeking help and comfort from adults who know children well. Home visits enable key persons to build relationships with families and to find out about children's

previous experiences. Staff work with parents during the settling-in process to find out about children's individual needs, likes and interests. A well understood open door policy enables parents to call in at any time to talk about their children's needs and development.

The nursery provides healthy and nutritious meals and snacks, taking into account children's individual dietary requirements. Food is cooked on-site; the cook is a valued member of the team. The nursery maintains the local authority 'Healthy Eating Under 5s' award, which reflects on the quality and variety of the meals provided. Children are encouraged to make their own choices for breakfast from a picture card showing the options. This enables children of all ages and those who speak English as an additional language to be involved. Children's independence is extended as they help to prepare their snacks, self-serve their own lunch and pour drinks. Children are learning and practising basic skills they will use as they move onto new settings, such as school. Children learn about a healthy lifestyle through well-managed routines. They have opportunities throughout the day to play outside in the fresh air. The specially designed outside play area provides a challenging, interesting and well laid out play space for children to play, learn and explore. The covered area leading from the playroom enables children to play outside in all weathers. In addition, the nursery provides lightweight all-in-one play suits and wellington boots, so all children can play outside regardless of the weather. Children have opportunities, both planned and spontaneous, to use the specialist apparatus, such as, monkey bars, climbing frames and slide. They are beginning to gain confidence in jumping, stepping and balancing on the large boulders and logs with good support from staff.

Children's well-being and safety are of high priority, staff ensure they are well-deployed around the nursery to monitor children's well-being at all times. Staff teach children to be aware of their environment and to take care. For example, not running indoors and to pick up and not to tread on toys. They are learning how their actions affects other children playing nearby. Children's behaviour is managed well by staff. They use distraction and simple explanations to help children to learn what is acceptable behaviour. When children ride the bikes from outside into the playroom staff ask them to think about what they are doing and to go back outside. Staff help children in making choices that supports their understanding about being safe and keeping to the simple rules that are in place across the nursery. Staff work with parents to maintain consistent boundaries, they offer lots of praise and encouragement to children to promote positive behaviour. Children are developing good social skills; they are learning how to share and to take turns, which helps ensure they are emotionally well-prepared for new experiences, such as when they start school.

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

The management team are highly motivated; they strive to deliver high quality care and learning for all children and their families. They provide clear leadership and work hard to support the well-established staff team. This ensures they all have a secure understanding

of their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive and highly informative policies and procedures underpin good practice across the nursery. Robust recruitment, training, team meetings and regular appraisals ensure all adults working with children are suitable to do so. Staff have a good understanding of the signs and symptoms of abuse. There are robust procedures in place to ensure appropriate action is taken if there are concerns about a child in the nursery. Strong links with the support services within the children's centre enable the nursery to work with families and other professionals to protect children. Effective risk assessments and well-established daily routines ensure children are cared for in a well-managed environment.

Reflective practice is an integral part of daily practice across the nursery. The nursery has recently completed the final level of accreditation of the Pre-school Learning Alliance 'Reflecting on Quality' scheme. They are also audited by local authority early years team. This has led to the team reviewing and adapting the way they work together and with parents and how the daily routines affect children's learning and progress. Regular team meetings, staff supervision and training opportunities consistently help all staff to improve their knowledge and overall practice. An effective evaluation process demonstrates how the nursery reviews the training and development for the staff team. Training is accessed from the Pre-school Learning Alliance development officer, the local authority early years team and on-site training from the children's centre. There are extremely strong links with the on-site children's centre services. The nursery provides respite care and creche facilities for families using the services and attending courses. Health professionals support children in the nursery setting, for example, speech and language therapists and the Childcare Advice & Support Officer work closely with the nursery to support children with special educational needs and/or disabilities. The nursery has good links with other early years settings. There are well-established links with local schools. Teachers visit the nursery to meet with staff and children and their families to ease the transition to nursery and reception classes.

The nursery has exceptionally good relationships with parents and carers. The initial home visit, a detailed settling-in process and discussions with parents ensure the key person has a good understanding of children's individual needs. Parent's views are sought through everyday discussions and meetings. Saturday morning play sessions, coffee mornings, outings and events planned by the children's centre include the families using the nursery. An informative website, notices around the playroom and regular newsletters provide parents with information about the opportunities and events their children take part in and the running and management of the nursery. Parents spoken to on the day of the inspection said they had very good relationships with their key person and they felt they were well-informed about their children's learning and the work of the nursery in general.

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	EY314587
Local authority	Luton
Inspection number	856764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	100
Name of provider	Pre-School Learning Alliance
Date of previous inspection	09/04/2009
Telephone number	01582 556683

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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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