

The Butterfly Children's Centre Day Nursery

Lye by-Pass, STOURBRIDGE, West Midlands, DY9 8HT

Inspection date	13/01/2014
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

- The staff provide a stimulating range of activities and experiences for children that supports their interests in both the indoor and outdoor areas.
- Engagement between key persons and all parents and carers is strong. Partnerships with parents and other providers ensure smooth transitions within the nursery and between the nursery, other settings and school.
- There are strong supportive attachments between the children and their key person which fosters children's emotional well-being thereby promoting children's ability to settle well within the nursery.

It is not yet outstanding because

- There is scope to identify and support children's already good next steps by increasing the analysis of their learning following adult-guided activities.
- There is scope to support younger children's self-care skills during care routines.

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 all base rooms and the outdoor play areas.
- The inspector held meetings and conducted a joint observation with the manager and held discussions with the staff.
- The inspector scrutinised children's assessment records and planning documentation.
The inspector scrutinised a range of documentation; staff suitability, qualifications and training, policies and procedures and the providers self-evaluation form and improvement plan.
- The inspector took into account of the views of parents and children spoken to during the inspection visit.

Inspector

Mary Henderson

Full report

Information about the setting

The Butterfly Children's Centre Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Children's Centre in the area of Dudley, West Midlands and is managed by Dudley Metropolitan Borough Council. It is one of five nurseries operated by the provider. The nursery serves the local area and is accessible to all children. It operates from four base rooms and there is an enclosed area available for outdoor play. The nursery employs seven members of child care staff including the manager. Of these, five hold appropriate early years qualifications at level 3, one holds a level four qualification and one member of staff holds a recognised early years degree. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- evaluate children's learning even further to add greater detail to children's next steps of development, to support them to make rapid progress in their learning
- support young children's independence skills by providing sufficient time for them to practice their own self-care, such as putting on their own coats.

Inspection judgements

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

The quality of teaching within the nursery consistently supports children's learning. This is because the staff have a high level of enthusiasm for their role and work well as a team to enhance all aspects of the teaching and learning environment. This supports children's progress towards the early learning goals. The management and staff have a comprehensive understanding of the learning and development requirements of the Early Years Foundation Stage. The staff have high expectations of themselves and for the children they care for. This and the teaching strategies used by staff enhances children's physical and communication skills alongside their personal, social and emotional development. As a result, all children make effective progress given their starting points and capabilities. All staff are well-qualified which has a positive impact on children's learning. The staff are committed to undertaking ongoing training to further enhance their already good knowledge and understanding of how children learn through good quality

teaching. For example, staff have completed training on how best to support two-year-old children's learning and development. As a result, improvements have been made to the environment to ensure the younger children access a good range of resources to support their interests in both the indoor and outdoor areas as they wish. Indoors, younger children enjoy making music with various instruments as they bang and clang and laugh and giggle with one another and the staff. Outdoors, the younger children like to play throw and catch and bat and ball games. They also like to use the climb and balance equipment and take risks supported and encouraged by the staff to keep trying. Older children also enjoy moving between the indoor and outdoor areas during their child-initiated play times. Outdoors they like to ride their tricycles, chase one another around and make cups of imaginary tea in the sand box using play kettles and cups saying 'here you go' to their friends. During indoor play, older children like to play in the water and talk about science as they notice how and when stones are added to a boat it sinks while the other's float. This supports children's exploration and understanding of the world around them. The staff use open-questions as the children play to encourage their investigations and help them to think critically about their learning. The staff have attended training on supporting effective communication with children of all ages. As a result, older children are encouraged to be patient with one another and take turns to listen and talk during circle time activities and story time. This also helps children with English as an additional language to make good progress in their communication development and supports all children's readiness for school. Children enjoy exploring mathematical concepts such as shape, position and numbers as they explore various programmes on the computer. Younger children's interest in technology is also supported through their exploration of battery operated toys. This also supports their learning about cause and effect.

The assessment of children's learning at all ages is effective because the staff have a clear understanding of the need to observe and assess children as they play in order to identify the next steps in their learning. However, there is room to evaluate children's learning even further to add greater detail to children's next steps of development, to support them to make rapid progress in their learning. The staff provide good opportunities for children to learn about their local areas as they visit places of interest including the local Church and the Mosque. This supports children's learning about people and communities.

There are effective strategies in place to engage parents in their child's learning and development. For instance, the staff encourage parents to take home books to read with their children. Staff also encourage children to take home the food they have grown in the allotment area and provide recipes for parents and children to follow and cook the foods at home. Home visits and open sessions for parents ensure parents feel welcome within the nursery and can talk to their child's key person about their child's ongoing progression. Parents also share what they know about their child so that all parties are working together to support the child. As a result of this good two-way communication, children's learning and developmental progression is supported well. Children with identified needs are supported very effectively through intervention and discussing with parents how best to support the child. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor check at age two. During settling in sessions, parents and their child's key person discuss routines and the child's previous learning so

that this and initial observations by the key person ensures securely identified starting points on which to build children's learning and development across all areas.

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

All areas of the nursery environment are inviting and welcoming for all children and their families. Children's emotional well-being is fostered well because their key person supports their individual needs. This includes having fun with the children and supporting and cuddling them should they become distressed. Much of the day is spent by staff working directly with the children. As a result, children become attached and bond with their special key person very well. Children's self-esteem and confidence is further supported through meaningful praise as children achieve what they set out to do. Children are very well-settled within the nursery environment, are confident and enabled to learn through positive interaction with others around them. Children's independence is a key focus within the nursery. However, on occasion, the staff working with the younger children do not always provide sufficient time so that children can put on their own coats so that their self-help and independence skills are encouraged.

Transitions, such as when children are ready to move onto their next base room, are supported by key persons because they share information with one another to ensure the child settles well in their new room. Older and younger children also spend time with each other in the outdoors to further develop their friendships and relationships which also enhances transitions within the nursery. As children become ready to move onto school the staff support them through stories and activities that help them to become resilient during this important transition phase of their life. The communication between the nursery, other settings and school ensures everyone is working together so that children's needs are identified and met.

Children are well-behaved, share and take turns with the resources showing care and attention for one another as they play. The children are actively involved and enjoy tidy up time. This helps children to find what they want to play with in their base rooms during their child-initiated play times. The staff support the older children's during meal and snack times as they encourage them to help themselves to fruit and vegetables and take turns pouring the drinks for one another. Children's learning about a healthy lifestyle is enhanced by the staff because they talk to the children about the benefits of a healthy diet and about the need to ensure they wash their hands before eating and after visiting the toilet. Children's learning about a healthy lifestyle is further enhanced because they enjoy playing outdoors in the fresh air every day regardless of the weather. They enjoy using the equipment to practice their physical skills and like to play group games. Children are reminded to be careful of one another so that they don't hurt others as they run around during their outdoor play times. The staff further support children's awareness of keeping themselves safe as they talk to the children about road safety and engage children in the evacuation procedures of the nursery on a regular basis. Children's learning about safety is also fostered through visitors to the setting which includes the local community police officers who talk to them about their personal safety. This supports children's self-awareness.

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

The manager and the staff have a very good awareness of the learning and development requirements and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The staff undertake risk assessments in all indoor and outdoor areas used by the children, including any outings in the local environment. Good procedures are followed to ensure children are cared for in a clean and well-maintained environment. This helps keep children safe and well at all times. The staff have a good knowledge of the child protection policies and procedures and they attend training on a regular basis. They are also aware of the whistle blowing policy in place should there be any concerns with anyone working at or visiting the nursery. As a result, this helps them to keep children safe. The recruitment procedures of the nursery are robust and include ongoing checks of staff suitability to work with children.

The monitoring of the teaching and learning curriculum within the nursery supports children's learning and development. For example, the manager and senior members of staff monitor the quality of teaching through observation of staff practice. The staff are provided with individual feedback during supervision sessions to support them and help them improve their practice and thereby benefit the children. There is a continuing targeted programme for the professional development of all staff to ensure they consistently improve their early years knowledge and understanding over time. For example, following staff training on how to support children's learning through forest play, an area was developed for the children where they can dig in the mud, lift small logs to find insects with their magnifying glass and learn about the changing weather. The management and staff also make good use of other sources of information to improve their knowledge and understanding about benchmarking. Staff are prepared for the inspection because they have kept abreast of recent guidance.

Partnerships with parents and other providers and professionals are very effective and ensure everyone working with and caring for the individual child is included. Children with identified needs are supported well through intervention and discussing with parents how best to support the family and child. There is a range of information provided to parents to keep them informed and up-to-date about the nursery and their child's progress. There are displays, newsletters and access to all policies and procedures for the running of the nursery. The management, staff, other professionals, parents and their children are all included in the self-evaluation procedures of the nursery. This helps to identify and set out clear targets for further improvement that will benefit all children who attend

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	EY464714
Local authority	Dudley
Inspection number	927928
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	45
Name of provider	Dudley Metropolitan Borough Council
Date of previous inspection	not applicable
Telephone number	01384813954

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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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