

Little Butterflies

Pilgrims Way Church, Pilgrims Way, London, E6 1HW

Inspection date	22/04/2014
Previous inspection date	20/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 direct their own play and learning while exploring activities and resources that support their interests and abilities. As a result, they are motivated and eager to learn.
- Management and staff take swift and prompt action to deal with hazards in the environment in a manner that protects children from harm.
- The key person system enables children to feel safe and secure as they build good relationships and attachments.
- Staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage to protect children and keep them safe.
- Partnerships with parents, carers and other professionals are strong. Effective systems support parents to contribute to assessments of children's learning at home, which ensures children make good progress from the onset.

It is not yet outstanding because

- Children have fewer opportunities to explore a wider range of activities in the outdoor environment to support all areas of their development.

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 activities in the playrooms and outdoor area.
- The inspector spoke with the owner, manager, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Little Butterflies Day Nursery registered in 2004 on the Early Years Register. It is privately owned and is situated on the first floor of a Congregational Church in East Ham, within the London Borough of Newham. It operates from two large rooms and there is access to a small outdoor play area. The nursery is accessible via two flights of stairs without lift access.

The nursery opens Monday to Friday from 8am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery employs ten members of childcare staff. All of whom hold appropriate early years qualifications at levels 2, 3 and 4, and three have Qualified Teacher Status.

The nursery provides funded early education for children aged two, three and four years. 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:

- extend the range of opportunities for children to experience and explore in the outdoor environment, for example, planting and growing, letters and numbers and creative activities.

Inspection judgements

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

All staff have a secure knowledge of how to promote children's learning and development, and how they learn through play. The quality of teaching is good across the nursery. Staff are highly qualified and take every opportunity to extend children's learning through the activities they choose. Staff have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Staff closely monitor children's progress through focused observations and assessments, and use the information gathered to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, gained from parents at the beginning, informs careful planning to promote individual children's development. As a result of successful planning, and enthusiastic teaching, children are motivated and eager to learn.

Parents contribute well to their children's development within the nursery. They read stories to children in their home language and cook food to support cultural events. Children who are learning English as an additional language receive good support. Staff speak a variety of languages and learn words and phrases in children's home languages to aid communication. Children's communication and language skills continue to develop as staff engage them in conversation and ask open-ended questions to encourage thinking. Parents are involved in the initial assessments of children's learning to identify their starting points. They receive regular reports from their children's key person and they share examples of learning from home to provide continuity. For example, parents write a journal about a weekend event their child has shared with a nursery teddy or doll. Children discuss this in a group, developing their personal, social and emotional skills. Staff share with parents the progress check at age two for those children in that age group.

Children receive good support in their physical skills, where they ride around on wheeled toys and play football in the outdoor area. There are fewer opportunities for them to explore outdoors, to promote other areas of learning, such as literacy and numeracy, or understanding of the world, so children can see letters and numbers, engage in planting and growing activities, and be creative. Indoors, children explore the strength of magnets. They are surprised and intrigued as the magnets attract or push each other away. There is a good balance between child initiated and adult-led play based activities. Staff follow children's lead and ask what they would like to do next. Planning is flexible to meet children's changing needs and circumstances. Staff provide appropriate activities that offer challenge suitable for the children's age and stage of development. Staff support children who are moving on to other settings by ensuring they are confident in their learning and achieve the skills they will need for school.

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

Children are confident and enjoy their time at nursery. They behave well and staff frequently praise them to promote self-esteem and encourage positive behaviour. Staff are good role models as they lead by example, promoting politeness and manners. The secure key person system ensures that children feel settled and make good relationships and attachments. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are clean and of good quality, and are easily accessible to all children. All play activities and resources are safe, and in accordance with parental preferences and requirements, to meet children's individual dietary, cultural and religious needs. Children learn to share and take turns and learn to care for each other. They make firm friendships and interact well with each other.

Children receive support to manage their own personal care needs, appropriate to their age. Children learn the importance of washing their hands, as staff wash their hands alongside them to model good practice. They put on their own coats and demonstrate their growing independence. Children eat healthy foods, including fruit and vegetables for snacks. They learn to independently pour their own drinks and select their own food. Children who stay to lunch receive a nutritious and varied diet. Strict hygiene procedures

are followed by staff who wear gloves and aprons to serve food. Children with special dietary requirements or allergies are well cared for. Staff and the cook are vigilant when preparing and serving food to ensure that no child receives inappropriate and unsuitable food for their individual needs. Children have opportunities to run around in the fresh air and strengthen their muscles. They develop confidence as staff praise them for their skills at catching a ball or riding a tricycle.

Children feel safe and secure in the nursery. They are safe because staff carry out stringent risk assessments of the environment, indoors and in the outside play area, and set a good example to children for safe practices. Children learn to keep themselves safe as they listen carefully to instructions and hold the handrail tightly as they walk down the stairs in a line. Children are safe in the outdoor environment as staff supervise them well. All visitors to the nursery must sign in and out, and a closed circuit television monitors the entrances and nursery rooms to ensure that all children are safe and secure. External doors are secure and only opened by staff, using an electronic system. Staff carry out regular fire drill practices with children, to ensure that all children and adults know what to do should an emergency occur. Staff have high expectations of children to be confident, capable and independent and emotionally ready for the next stage in their learning.

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

All staff have a clear understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They are fully aware of the policies and procedures of the nursery and undertake regular training to ensure their knowledge is up-to-date. There is a clear safeguarding policy, which includes procedures restricting the use of mobile phones and cameras in the nursery. All staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. All adults working with children are subject to appropriate background checks to ensure that they are suitable to work with children. All the necessary documentation for the safe and efficient management of the nursery is in place. The environment and all activities and outings are effectively risk assessed. Management and staff take swift action to identify and address any potential hazards, for example, during recent damage to the premises following heavy rain. This helps to ensure that children remain safe at all times.

Recruitment procedures are robust and new staff receive a full and rigorous induction and are supervised throughout their probationary period. This means they are clear on their role and responsibility regarding health and safety practices, so that children receive good care through positive role modelling. There are effective systems to monitor the educational programmes and successfully track individual children's development. This enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Staff are well supported by the manager, who closely monitors their practice and the effectiveness of the educational programmes. This results in a strong motivated staff team, who are committed to providing a high quality experience for all children. Ongoing professional development is discussed regularly and staff are encouraged to pursue training to enhance their practice. Children's progress is closely

analysed by the key persons, and monitored by the management team to ensure all children achieve to the best of their ability.

Staff work closely with parents and provide frequent reports on children's progress. Parents make positive comments and say they are pleased with the service provided. Staff support parents to continue their children's learning at home, and welcome their contribution within the nursery. Self-evaluation takes account of the views of parents, staff and children. The manager uses well-known rating scales to analyse strengths and weaknesses in the nursery environment. She says that she is always looking for ways to improve resources and outcomes for children. Staff build relationships with local schools so that visits can be arranged to help support those children who will attend school in the autumn. The nursery provides parents with their children's records of progress to pass on to schools to ensure continuity in their learning.

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	EY265405
Local authority	Newham
Inspection number	961274
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	63
Name of provider	Little Butterflies Day Nursery
Date of previous inspection	20/02/2013
Telephone number	020 8475 0898

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

