

Butterfly's Day Nursery

Melbourne Street, Morley, Leeds, West Yorkshire, LS27 8BG

Inspection date

01/04/2014

Previous inspection date

06/05/2009

The quality and standards of the early years provision

This inspection:

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

- The quality of teaching and learning is good, practitioners have a secure understanding of how children play, learn and develop. Precise assessment and individualised planning ensures children make good progress in their learning and development.
- Practitioners promote children's language skills very well through effective use of activities enhanced by the nursery's participation in the Every Child a Talker programme.
- The key person system ensures that children receive consistency of care. Children and staff form secure attachments, and this enables children to feel safe and happy.
- Partnerships with other professionals and agencies are highly effective. Children with special educational needs and/or disabilities receive sensitive, nurturing care and make excellent progress in their learning and development from their initial starting points.
- The nursery is led and managed effectively. The management team demonstrate a clear focus and vision for future improvements to strengthen practice and improve the provision for all children.

It is not yet outstanding because

- Practitioners share children's progress with parents, but are currently less proactive in inviting parents to contribute to children's ongoing development records.
- Opportunities for children to develop their independence during snack and meal times are not yet consistently in place.

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 held discussions with the manager, talked to children and staff throughout the inspection.
- The inspector observed children's activities, both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspected conducted a tour of the premises.

Inspector

Alyson Thorburn

Full report

Information about the setting

Butterfly's Day Nursery was registered in 1998. They are on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Located in a central position in the town of Morley, on the outskirts of Leeds, in West Yorkshire, it is one of three privately owned settings. The nursery serves the local area and wider catchment area. It operates from a single-storey building with an attached conservatory area. There are four main play rooms, children's bathroom, a kitchen, staff room and an enclosed, secure area for outdoor play. The nursery operates Monday to Friday from 7.30am until 6pm, except for bank holidays, one week at Christmas and two staff training days. There are currently 73 children on roll, 70 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. It supports children with special educational needs and/or disabilities and children learning English as an additional language. 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, twelve hold childcare qualifications at level 3 and two hold level 2. 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 partnership working with parents by extending the use strategies to encourage increased involvement in their children's learning at home and in the nursery
- build on the quality learning experiences at meal times to enhance children's independence and self-help skills.

Inspection judgements

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

Teaching and learning is good. Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They engage parents at the onset, encouraging them to contribute to initial assessments of children's starting points. For example they ask about children's likes, dislikes, interests and abilities. This helps practitioners establish good relationships with children and they use this information as the basis to plan for each child's learning and care needs. Overall practitioners work very well as a team to provide children with a programme of education that covers all required areas of learning. They ensure there is a good balance of adult-led and child-initiated activities which support children's individual interests and provides suitable challenge. For example, babies and very young children are offered a wide range of

sensory experiences. They are able to explore their playrooms safely with plenty of space to move around freely. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future.

This inclusive nursery ensures that all children are able to participate fully in the routines and activities each day. Children confidently initiate conversations with adults. They chat comfortably with practitioners, talking about memories and past experiences. Practitioners engage children in conversation and model turn-taking. They ask children questions about their activities to challenge thinking, listening intently to their responses. For example, pre-school children observe and comment on the nursery pet snails. 'Can you take its shell off?' a child asks, 'no' another child replies 'why is that?' the practitioner asks. What follows is a thorough discussion about why snails have shells before the practitioner reminds the children 'the snail lives in the shell, do you remember - that's its home'. Having participated in the 'Every Child a Talker' programme, promotion of communication and language skills is a key feature of this nursery provision. All children develop a love of books, they enjoy listening to stories and participating in 'song bag' small group time sessions in which they eagerly join in singing popular nursery rhymes.

Practitioners demonstrate high expectations of all children. They complete regular observations and precise assessments of children's capabilities, monitoring continuous progress using 'On Track' records. This ensures that any gaps in learning are quickly identified and addressed. Consequently, practitioners can demonstrate that all children, including those with special educational needs and/or disabilities, are making good developmental progress over time, in relation to their starting points. Similarly, arrangements are in place to complete the required progress checks for children aged two years. Parents receive regular updates on their child's progress through daily interactions with staff and through opportunities to attend parent discussions. However, there is room to enhance the exchange of information with parents to support learning in the home environment to fully promote consistency between the home and nursery.

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

The key person structure is well embedded. Practitioners know their children extremely well, provide for their individual needs and display a secure understanding of their role and responsibility. The nursery operates a settling-in period for all children and parents value this process as allowing for flexibility to meet individual needs. For example, one parent comments 'he didn't settle very well at first so I was offered more settling in sessions'. Children and parents are encouraged to make a number of visits before starting. Practitioners sensitively discuss with parents their child's overall needs and starting points enabling practitioners to provide a warm, welcoming and stimulating environment in which children feel safe, secure and confident. Children move around the nursery with confidence. This is supported by the layout of the nursery with each half of the nursery having adjoining rooms. For example, children between the baby and younger toddler room and also big toddler's and pre-school, have opportunities to meander between the two. This furthermore supports transitions as children progress through the nursery. Overall, these smooth transitions between home and nursery, and also rooms as children

progress through the nursery, ensures that children's emotional and physical needs are thoroughly catered for.

Children behave well with practitioners as good role models. Treating children with respect and positive regard, they are kind, courteous and affectionate towards the children. Practitioners are generally very well deployed and successfully use their initiative to ensure that they meet the individual needs of the children. Established routines are in place, promoting a good sense of belonging, with children knowing what happens next at any point during the day. Children understand the rules and boundaries of the nursery and what is expected of them. Practitioners skilfully support children to solve their own conflicts and recognise the impact that their behaviour has on others. They use verbal praise, to place a meaningful value on children's individual efforts. Meal times are an excellent example of this practice, whereby practitioners comment on children's good manners as they say please and thank you. As a result, children behave well, understand right from wrong and develop positive self-assurance.

Good attention is given to encouraging children adopt healthy lifestyles with a healthy ethos promoted at all times. Children have opportunities to spend time outdoors riding on bikes and scooters or exploring puddles in their blue, nursery provided, waterproof coveralls. This helps them to be physically active and promotes their well-being as they benefit from being in the fresh air. Furthermore, practitioners support children's growing independence by encouraging their awareness of self-care routines. For example, children understand the importance of washing their hands prior to eating. Their individual dietary needs are met effectively with details of any specific needs or allergies diligently recorded following discussions with parents, during completion of admission records. The cook provides the children with well-balanced hot meals at lunchtime and a light tea in the afternoon. Any child with a special nutritional requirement being offered a suitable alternative. In these instances their meal is delivered on a red laminated mat with the child's name and appropriate details of allergy. This guarantees practitioner's greater awareness of a child's sensitivity to specific ingredients and food types. Mealtimes are a sociable occasion where children relax, take time to enjoy their meal and have the opportunity to chat to their friends. However, there is scope to enhance children's independence at these times by providing small water jugs and encouraging them to extend their self-help and physical skills in pouring their own water. Practitioners follow good hygiene procedures during their everyday routines, such as, promptly cleaning tables and floor surfaces after meal times. This means the environment is maintained to fitting standards of cleanliness.

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

The safeguarding of children is given high priority by all practitioners, who understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. All members of staff have attended safeguarding training and comprehensive policies and procedures underpin practice. Secure recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their roles as soon as they start. Ongoing suitability is thereafter monitored

through supervision and yearly appraisals with the manager monitoring the professional development of staff to identify any training needs.

Practitioners are well deployed and good adult to child ratios mean children are well supervised and kept safe. Robust risk assessments are in place for all aspects of the nursery, complimented by daily written and ongoing visual checks by practitioners to make sure the environment is safe for the children who attend. Entry to the premises is via a gate into the enclosed outdoor play area, access of which is closely monitored and controlled through a security intercom. Parents are respectful of the nursery's need to maintain security control of this point of entry, firmly closing the gate behind them and restricting admission to anyone following them. Practitioners are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Children are further protected as all practitioners are appropriately trained in first aid. Any accidents are consistently recorded and countersigned by parents when collecting their child from nursery. These records are monitored by the manager to ensure that appropriate interventions or amendments to risk assessments are carried out where needed. To keep the nursery children safe parents are reminded that when collecting their children from the nursery any older siblings accompanying them, remain the responsibility of the parent. All children benefit from good levels of care, the committed practitioner team ensure all children feel safe, achieve well and are included in all activities.

Leadership and management of the nursery are highly effective. The manager and this well established staff team demonstrate a secure understanding of their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. For example, provision of a broad range of experiences that support children to make good progress towards the early learning goals, and a proven capacity to promote continuous improvement to the nursery as a whole. All staff take an active role in the self-evaluation process and parents are also actively encouraged to contribute their views through completion of questionnaires. This process accurately identifies where further improvement is needed. This is exemplified in the improvements to the planning, observation and assessment arrangements which now reflects children's individual interests and is enhanced to further promote development across all seven areas of learning. Practitioners continually evaluate their recording and monitoring of children's progress, and regular team meetings promote good information sharing and consistency in working practices.

Links with external agencies are strong. For example, the nursery works closely with a range of other professionals, such as, health visitors, speech and language therapists, education psychologists and inclusion officers, to ensure the needs of all children are met. Parents speak highly of the staff and those interviewed during the inspection comment 'on how good they are with the children' and 'how effectively their children are supported to develop 'self-help skills, confidence and independence'. Parents receive a good range of information through newsletters, notice board displays and opportunities to participate in parent meetings with their child's key person to discuss their child's progress. However, opportunities for parents to contribute to their child's development records is not consistently applied, thus opportunities to enhance children's learning further are missed.

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	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	319385
Local authority	Leeds
Inspection number	966632
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	73
Name of provider	Butterfly's Day Nursery Limited
Date of previous inspection	06/05/2009
Telephone number	0113 2189283

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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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