

# Butterflies Nursery Cannock Ltd

27 Newhall Street, Cannock, staffs, WS11 1AB

## Inspection date

Previous inspection date

02/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- The nursery is small and friendly. Staff form positive relationships with children and parents, which benefits the children's care and well-being.
- Staff understand their responsibilities to safeguard children and keep them safe. Partnership working with parents is developing well, which contributes to meeting children's needs.
- The manager shows vision and drive to move the nursery forward. Clear action plans are in place to help tackle areas for improvement.

### It is not yet good because

- The daily record of attendance for children and staff is not accurately maintained, which does not meet requirements and has an impact on children's safety.
- Children are not always given enough time to respond to staff's questions and ideas, to help them build on their communication and language skills.
- Staff do not undertake regular fire evacuation drills, to help children understand what to do in the event of any emergency.

## **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 observed activities in the playroom and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children, staff and parents and held a meeting with the manager.
- The inspector looked at children's assessment records and sampled a range of other documents.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Janice Linsdell

## Full report

### Information about the setting

Butterflies Nursery Cannock Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey building in Cannock, Staffordshire and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications, including two at level 3 and one at level 5. The nursery opens Monday to Friday, from 6am until 9pm, all year round. Children attend for a variety of sessions. There are currently 18 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain an accurate daily record of the children's full names, their hours of attendance and the names of the key persons looking after them.

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

- build on children's communication and language skills, for example, by giving them more time to respond to questions and ideas
- help children to gain an understanding of how to manage risks and keep safe, for example, by regularly practising fire evacuation drills.

## Inspection judgements

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

The quality of teaching is adequate and children are starting to make steady progress relative to their starting points. Staff play alongside the children and offer positive encouragement. They organise the indoor environment well and provide a variety of natural resources for the children to explore. They are starting to observe the children and plan appropriate activities to support their interests and next steps in learning. Memory books are used to capture children's achievements and systems are in place to help staff monitor children's progress. However, some activities do not always provide a good level of challenge for the children, particularly outdoors, where children enjoy spending the majority of their time. Staff recognise the need to create more interesting learning

experiences outside and they have plans in place to achieve this.

Some staff demonstrate skilful interactions, for instance, when they motivate children to investigate different objects in the soil. They ask meaningful questions and encourage the children to predict what might happen to the soil as they play with it, but they do not always give children enough time to respond. This does not fully support their communication and language skills, as they are not learning to express their thoughts. Children show balance and coordination, as they learn to climb and ride the wheeled toys. They have regular opportunities to explore in sand and water and they make marks on the large white board, which supports their early literacy skills. Following a recent trip to the police station, they enjoy playing imaginatively in the police car made from a cardboard box. As a result, they are starting to develop some of the skills that support their readiness for school.

Staff are beginning to work well with parents. They encourage parents to share information and contribute to their child's initial assessment of their skills on entry. They also send newsletters and emails, which helps to keep parents informed of current themes and events. Some parents express positive comments about their child's progress since starting the nursery. For example, they say 'children are talking more clearly and becoming more independent'.

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

Staff get to know the children's interests and preferences, which helps them to care for the children and meet their needs. There are a number of funded two-year-old children, who are starting nursery the first time. Naturally, they become upset when they separate from their parent, but staff are on hand to provide appropriate comfort and reassurance. This helps to support their emotional well-being and gradually build their confidence to play and explore. Staff understand their role as key person to the children. For instance, they use care routines, such as nappy changing, as an important time to build close attachments with their key children. As a result, most of the children are settled and happy in their play.

All children are cared for together in one room, with a separate quiet area for exploratory play and space for children to sleep. Children benefit from having direct access to the outdoor play area, which means that they can move freely between indoors or outside. The indoor environment offers a continuous provision of resources to support the seven areas of learning. This helps children to make independent choices in their play. Staff point out hazards to the children, which contributes to raising their awareness of safety issues. However, they are not practising fire drills, so that children can learn how to manage risks and understand what to do in the event of an emergency. Furthermore, children are not fully safeguarded, due to the lack of attention paid to accurately maintaining the daily registers.

Children exercise regularly, which contributes to promoting their good health. They eat a selection of fresh fruit at snack time and staff help them to understand the positive effects of food and drink on their body. For example, they explain to children why milk is good for

their teeth and bones. Children's independence and self-care skills are well promoted. This is because staff encourage children to try things for themselves and ask them if they need any help before intervening. Staff use stickers as a way of reinforcing children's efforts and they remind them to share and take turns in their play. This helps children to understand expectations regarding behaviour.

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

The inspection was prioritised by Ofsted following concerns being raised about unqualified staff being left alone to care for the children. The inspection found that when the nursery first opened, there were occasions when only the manager and an apprentice were on site caring for a small number of children. Minimum adult-to-child ratios were maintained during these times and children were kept safe. However, as the apprentice is unqualified, the provider was not meeting the requirement to ensure that at least half of all other staff are suitably qualified at level 2. Since then, the provider has employed two additional members of staff, both of whom are qualified at level 3. Consequently, staffing arrangements comply with requirements and staff are deployed appropriately to meet children's needs.

The manager understands her responsibility to meet the requirements of the Early Years Foundation Stage. She aspires to improve, but the nursery has only been operating for three months and a number of management procedures are still being developed. As a result, monitoring arrangements are not yet robust. Consequently, there are inconsistencies in the accurate recording of the hours of attendance for children and staff. This also means that the requirements of the Childcare Register are not fully met. All staff are appropriately vetted, which helps to ensure that they are suitable to work with the children. Staff are clear about their responsibilities to safeguard children. They understand the procedures for identifying and reporting concerns and they provide appropriate supervision to help keep children safe.

The manager is starting to introduce systems to monitor children's progress and staff performance. Regular supervision is planned for all staff. Most of the team are newly qualified or on training, therefore, staff qualifications are not yet having a significant impact on the quality of practice. The manager is training to achieve a level 6 qualification and she is working well with the local authority to develop practice. Suitable action plans are in place to help tackle areas for improvement, such as the outdoor area. Engagement with parents is developing well and parents comment about being happy with the nursery so far. They like the fact that siblings can be cared for together and they also like children's free access to outside. Children do not currently attend other early years settings, but the manager understands the need to work in partnership with others to promote children's care and learning needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY478562
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	987609
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Butterflies Cannock Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543 578020

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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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