

Butterfly Barns Day Nursery

Butterfly Barns Day Nursery, 105 Old Heath Road, COLCHESTER, Essex, CO1 2EX

Inspection date	09/01/2015
Previous inspection date	24/09/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage and how children learn. Teaching strategies are effective and well-planned, purposeful activities that support children's individual needs means that they make good progress.
- Children are protected from harm as all staff demonstrate a secure knowledge and understanding of their responsibilities with regard to safeguarding them, to ensure their safety is robustly maintained.
- Children form close relationships with their key persons, who are extremely attentive to their needs. This means that children make positive emotional attachments and they are happy and confident in the nursery.
- Staff have established strong partnerships with parents, agencies and other early years professionals. As a result, information is shared and children settle quickly.

It is not yet outstanding because

- Children's mathematical, literacy and understanding of technology are not fully supported in the garden, as the outdoor learning environment does not reflect the same learning potential of the indoor environment.
- The routine at snack and mealtimes is not always efficiently organised. This means that children's learning is not fully maximised at this time.

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 all three playrooms and the outside learning environment.
- The inspector conducted a joint observation of children's activities with the manager.
- The inspector held a meeting with the manager and spoke to children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation and some written policy documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Butterfly Barns Day Nursery was registered in 2005 on the Early Years Register. It is located in Colchester, Essex and it is one of four nurseries that are managed by a private company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of whom, all hold appropriate early years qualifications at level 3 and level 4. The nursery opens Monday to Friday, all year round from 7.30am until 6.30pm and children attend for a variety of sessions. There are currently 83 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the potential of the outdoor environment, for example, by: providing mathematical opportunities for children to discover things about shape, distance, number and measures through their physical activity; focus more precisely on literacy by providing text and more opportunities for children to use everyday technology in the garden
- enhance the already good care practices by reviewing the organisation of snack and mealtimes to reduce children's waiting times, encourage more independence and maintain their emotional well-being.

Inspection judgements

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

Children are provided with a good balance of adult-led and child-initiated learning opportunities. Activities in all playrooms are stimulating and offer sufficient challenges. This is because all staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and use their knowledge effectively to support children's continuous progress. Children have access to a range of quality toys and resources that are easily accessible, so that they can initiate their own learning. The baby room is set out with the very young child in mind. Posters and pictures are displayed, so that even crawling babies can view them. Photographs of their family are also displayed, which is very reassuring for the young children. A variety of sensory play is enjoyed by the toddlers. For example, they concentrate for some time making patterns using toy animals in trays of flour. Activities are presented on low tables or in trays, so

that all children can use them comfortably as staff understand the importance to fully support their interests and promote opportunities for effective learning. Older children have great fun as they join in phonic sessions. They eagerly sing using all the sounds of the alphabet. Staff are skilful in engaging children in conversation. Children have immense fun playing outdoors using their imagination as they play 'pirates' and 'sailors'. Staff support their ideas and help them to make a pirate ship. Children listen carefully and follow instructions as they create their own games and staff introduce new words to extend their vocabulary, such as 'captured', 'treasure' and 'ship wrecked'.

Staff have high expectations for the children in their care based on the accurate assessments of their skills when they first attend. All staff members are very caring and intuitive of the children in their key groups. Children are spoken to at their level. Staff are softly spoken and give them lots of eye contact. Language development is good and use is made of visual prompts throughout the nursery. Signing is also used and helps children to communicate. This includes support for children learning English as an additional language, as their home language is embraced within the nursery. For example, staff ensure they have key words in place in the child's home language. Text is displayed in different languages and children's popular stories are offered in dual languages. Parents are positively encouraged to be involved in their children's development. They are encouraged to share their child's progress at home by contributing to the children's progress records. Observations and assessments, which includes the required progress check for children between the age of two and three years, are recorded. The manager is introducing a more simple approach to accurately recording children's progress to ensure consistency throughout the nursery. Also, she ensures that these are easier for parents and children to access. Staff have established and continue to develop, links with other agencies and professionals to ensure a shared approach to care for children who attend more than one setting. This shared approach, along with observations, means that children receive timely interventions and consistent support. This also means that children with special educational needs and/or disabilities receive good support to ensure they meet their full potential.

Children progress well and they are effectively developing the skills, which they need for their future learning and eventual move to school. They use chalk boards in the garden to make patterns and develop early writing skills. They cooperate together when sharing resources. Children listen to and follow instructions as they tidy away and prepare for lunch. They enjoy reading stories as they develop a love of books. Signs and labels are displayed indoors, which help children to understand that text has meaning. Children enjoy using a variety of resources to develop pre-writing skills. For example, young children excitedly make patterns in shaving foam to reveal the picture underneath. Children's artwork is celebrated and displayed around the nursery and they make good attempts at writing their names on their work. Staff offer lots of praise for their efforts. Children's mathematical development is supported as mathematical resources are readily available indoors. For example, children use counting in everyday play. They use construction well and puzzles. They enjoy singing favourite number songs. Number lines are displayed indoors and water and sand play help children to understand about volume and capacity as they fill containers. However, children's mathematical, literacy and understanding of technology are not supported as well outdoors. This is because these are not as well planned for in the garden. For example, they have fewer opportunities to

experience and discover things about number, shape and measure through their physical activity. This means that opportunities for learning are not maximised for those children who prefer outdoor activities.

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

Children settle quickly and happily leave their parents. Babies are welcomed into a cosy playroom and enjoy cuddles with their key person as they have made close attachments. Babies and toddlers confidently explore their environment. Children are eager and keen to learn as a result of an effective settling-in process. Information is provided for parents with regard to their child's key person and key groups are displayed. Good information is exchanged between parents and the staff to ensure children's individual needs, such as the child's routines, likes and dislikes are fully supported. This also promotes continuity and consistency in care. Children are effectively supported emotionally when it is time to move onto another playroom or school. For example, parents are given choices as to when their child moves onto another room. Young children become familiar with their new playroom and the staff as they spend time visiting with their key person. The manager discusses, with parents' consent, children's progress and their unique needs with other early years practitioners who share their care, in order to promote continuity in their learning. Activities are planned and focused to ensure children are emotionally prepared for their next stage of learning.

Children are welcomed into a bright and clean learning environment. Children's behaviour is good because staff have high expectations for them and they understand the clear boundaries that are reinforced by the staff. Children receive plenty of praise and cuddles and staff have a consistent approach to managing behaviour and they are good role models. Through everyday routines and play, children are learning ways to keep themselves safe and healthy. For example, children are encouraged to exercise and play in the fresh air throughout the year as they are able to make independent choices as to where they play. Wellington boots and all-weather suits are provided to ensure children are appropriately dressed when outdoors. The outdoor environment offers many activities to support children's physical development. They have fun balancing on wooden blocks and riding tricycles with skill while negotiating space.

Children learn to keep themselves safe and they are encouraged to contribute and take responsibility of their environment. For example, children in the pre-school room, are reminded of the golden rules, such as using kind hands. Also, they are gently reminded not to run indoors and they are encouraged to think why this might not be a good idea. Children are supported by staff to develop their independence skills. They confidently take care of their personal needs. This is because they access the toilet independently and know to wash their hands before eating but are also gently reminded by staff. A good nappy-changing procedure ensure babies are protected from cross-infection. They are able to sleep restfully in cots and have their own bedding and comforters. Staff check on sleeping babies regularly and record their observation. Children generally choose when they want to eat snack and use signs to self-register. Healthy nutritious snacks and meals are planned and freshly prepared by the cook. Consideration is given to ensure children's dietary needs and allergies are met. Snack and mealtimes are regarded as a social

occasion. However, learning opportunities are not maximised at this time to fully encourage independence and conversation. This is because snack is often pre-prepared for them and staff view this as part of the daily routine rather than a learning opportunity.

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

The owner, manager and team of staff are all fully aware of the requirements of the Early Years Foundation Stage. Since the last inspection, a new manager and an area manager have been appointed and this has had a positive outcome for children attending. The manager now has good communication systems in place. This ensures that all members of management are fully aware of any written complaints or concerns raised. Also, these are dealt with appropriately in line with legal requirements and the nursery's policy and procedure. This includes ensuring all relevant agencies are informed, including Ofsted. Detailed policies and procedures are in place and promote children's safety, health and well-being. Risk assessments are thorough and evaluated to ensure they are effective. Children are cared for by staff who are qualified, undergo a robust recruitment, effective induction and complete appropriate suitability checks. As a result, staff are clear of their roles and they are deployed effectively, ensuring children are supervised at all times and offer a good level of support. All staff fully understand their responsibility to protect children from harm and give safeguarding high priority. They are fully supported by the manager and all have recently completed safeguarding training to ensure they know how to respond effectively to any incidents or concerns regarding a child's welfare.

The manager has detailed action plans in place that highlight areas to improve. She demonstrates a commitment and a capacity to improve to ensure a quality provision for children. Since the last inspection, the manager has implemented effective monitoring of staff performance and regular supervision meetings. This provides opportunities to discuss possible training needs, which is positively supported to enhance teaching practice. Staff morale is improved as a result and they feel valued as a team and welcome the opportunity to discuss their own professional development. The new manager monitors all aspects of nursery's practice. This includes the educational programme and the quality of observations and the assessments made to ensure they are accurate. This means that any gaps in learning are quickly identified. Appropriate support is put in place to ensure individual groups of children, including those with special educational needs and/or disabilities, are accurately tracked and fully supported.

Partnerships with parents are positive and well established. They are encouraged to support their child's learning and contribute to their learning records. Parents are warmly welcomed into the nursery and they enjoy informal chats with their child's key person. Regular newsletters, notices and daily discussions ensure parents are kept updated with changes taking place. Since the last inspection, open evenings have been introduced and offer a more formal opportunity to discuss children's progress. Parents speak positively of all aspects of the nursery, commenting that their children are very settled and happy. Comments include how the staff are friendly, supportive and approachable. Partnerships with external agencies have improved and continue to develop. These contribute to meeting the children's needs. For example, the manager and her staff visit other early

years settings to observe good practice. Relevant and useful information is shared informally with teachers from the local school that children will attend. Also, they are invited to meet the children at nursery in their familiar surroundings. This means that teachers are prepared, ready to support the children as they move to full-time education.

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

Unique reference number	EY303073
Local authority	Essex
Inspection number	994997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	83
Name of provider	Puddleducks Child Care Ltd
Date of previous inspection	24/09/2014
Telephone number	01206790174

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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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