

# Butterflies Day Nursery

East Bower Farmhouse, East Bower, Bridgwater, Somerset, TA6 4TY



## Inspection date

25 March 2015

Previous inspection date

13 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Not all required information is obtained and accessible for inspection, such as staff identification checks and references, to ensure safe recruitment of recently employed staff. This is also a breach to the Childcare Register requirements.
- Baby room staff do not always use positive language and explanations to support children's understanding of expectations. Occasionally, this limits children's exploration and curiosity, such as when they try to mix sand and water.
- Staff do not always use mealtimes well to help older children develop their independent skills and to carry out small tasks, such as laying the table or serving.
- Staff do not consistently involve all parents in sharing their children's achievements from home to support planning for children's learning and development.

### It has the following strengths

- Staff provide safe, welcoming and stimulating learning environments. In particular, they use the secure outside area, which has an abundant range of exciting resources, exceptionally well to provide children with a wealth of interesting experiences.
- Staff use varied teaching strategies effectively to progress children's learning.
- Staff promote children's communication and language skills well. They complete targeted training to provide positive support to children with special educational needs and those learning English as an additional language.
- There is strong partnership working with outside agencies and parents to support children with special educational needs and/or disabilities. The inclusive toddler environment is well utilised and staff plan and assess children's progress effectively.

## What the setting needs to do to improve further

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

- develop effective systems to ensure the suitability of all staff; in particular the recording of identity checks and obtaining references, and make sure all staff suitability checks are accessible for inspection.

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

- provide babies with clearer explanations and more positive language so they are able to develop their curiosity and exploration skills
- encourage older children's independent skills at meal times
- improve systems to encourage parents to share information about their children's achievements at home.

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

- develop effective systems to ensure that staff working, or in regular contact, with children are suitable (compulsory part of the Childcare Register)
- develop effective systems to ensure that staff working, or in regular contact, with children are suitable (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed all age groups playing inside and outdoors.
- The inspector spoke with children, staff, management and parents at convenient times during the inspection.
- The inspector and manager completed joint observations in the baby and pre-school rooms.
- The inspector sampled documentation including children's assessment records, self-evaluation and safeguarding procedures.

## Inspector

Rachael Williams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan a broad and balanced range of stimulating experiences across the educational programme, initially planned from key information provided by parents. They assess and monitor children's progress effectively. Staff listen closely to children's ideas and question them successfully to extend their thinking. Across the nursery, all staff interact positively. Staff build on older children's experiences, helping them make connections as they construct a sand volcano for their dinosaurs. Some staff provided very good commentary on children's actions to build their vocabulary. However, staff caring for the youngest children do not always provide clear explanations. Staff praised them for transporting water to the sand but prevented them from adding sand to the water without explanation. Staff redirected play and babies were unable to carry on with their exploration. Toddlers have good opportunities to play and learn together. They selected props from the song basket, or used their communication board, and participated enthusiastically in favourite songs. Staff supported children effectively using sign language to aid their communication skills.

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

Children form close attachments with staff. Familiar adults, who know babies' routines well, reassure them with cuddles and hold them during their feed. Staff use opportunities to build relationships, playing hide-and-seek games, as they dressed babies in waterproof suits. Well-trained staff support children's medical requirements effectively. Children learn good self-help skills, such as blowing their noses and washing their hands, in preparation for their move to school. However, staff do not consistently use mealtimes effectively to progress older children's independent skills and encourage them to engage in simple tasks. Children enjoy being outside and active, where they are motivated to learn. They competently investigated the discovery hut, dug in the boat and explored musical instruments. Children demonstrated good understanding of risk taking trying different ways to balance and asking for help when required.

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

Management do not follow robust recruitment arrangements. They do not obtain all required information to ensure staff suitability and children's well-being, and make all records available for inspection. However, the lead officers for safeguarding have a good understanding of their responsibilities. Partnerships with parents are generally good. However, staff do not always encourage them to share children's experiences from home. Management and staff use self-evaluation arrangements well to monitor the provision and develop key action plans to drive improvement, overall. The outdoor area has been a high priority and the manager has arranged specific training to develop staff skills further.

## Setting details

<b>Unique reference number</b>	EY248113
<b>Local authority</b>	Somerset
<b>Inspection number</b>	966039
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Salant Ltd T/A Butterflies Day Nurseries Ltd
<b>Date of previous inspection</b>	13 April 2010
<b>Telephone number</b>	01278 431868

Butterflies Day Nursery registered in 2002. It is one of two nurseries privately run by the owner in Bridgwater, Somerset. Staff care for older children on the ground floor and babies on the first floor, with a balcony for their outdoor play. The nursery is open each weekday from 8am to 6pm, closing for a week at Christmas and on bank holidays. The nursery supports children with special educational needs and/or disabilities and for children learning English as an additional language. The nursery is in receipt of funding for free early education for children aged two, three and four-years-old. The manager holds an early years qualification at level 5 and is supported by 16 members of staff; one of whom has Qualified Teacher Status. All remaining staff, except for three who are unqualified, hold early years qualifications at level 3. The nursery also employs a cook and an administrator.

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