

<b>Inspection date</b>	10 September 2015
Previous inspection date	6 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Relationships between staff are positive. As a result, they are excellent role models for children.
- Parents value their relationships with the staff team. They feel well informed about their child's daily routine and developmental progress.
- Children's behaviour is good. A consistent approach is used by all staff and children are aware of the rules and boundaries of the nursery.
- The manager and staff team are well qualified and experienced. They understand how children learn. Opportunities for learning are maximised by high levels of interactions during play and care routines.
- Staff make regular and precise assessments of children's learning. Information is shared with parents and a combined approach to learning at home and at nursery is well utilised.
- The well-resourced and well-organised environment, both indoors and outdoors, covers all areas of learning. Children are eager to explore and confidently access resources of their choosing to extend their learning.

### It is not yet outstanding because:

- The information gathered from parents when children first start at the nursery does not focus enough on children's current stages of development.
- Views of parents are not used effectively when evaluating the nursery, in order to help drive improvement.

## What the setting needs to do to improve further

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

- improve systems for gathering information from parents regarding children's starting points on entry to the setting.
- ensure that the views of parents are used to drive improvement in the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have a secure understanding of the statutory requirements and other government requirements. The arrangements for safeguarding are effective. All staff receive safeguarding training, which is updated annually. As a result, staff are knowledgeable and confident in carrying out safeguarding procedures. Managers have a clear vision for the future of the nursery. However, the views of parents are not included enough to help drive improvements that they consider important. Managers regularly monitor children's progress. They have effective systems in place to identify children who require additional support. Managers work closely with key persons, in order to address gaps in children's learning that have been identified. As a result, children's development plans are focused on their specific needs. Managers observe staff practice regularly and support them to improve the quality of their teaching through supervision sessions.

### Quality of teaching, learning and assessment is good

The teaching is consistently good. Staff regularly observe each other's interactions with children, providing constructive feedback to improve practice. They also access external training and share their experiences during regular staff meetings. This has a positive impact on children's learning. The staff play alongside children and know when to join in with their play. They skilfully question children and sensitively model language. For example, in the baby room, as children offer the staff role-play food, the staff reply, 'Mmm, food, thank you'. The nursery take the children on outings in the local area, including to story sessions in the college. This helps to develop children's interest in books, their communication skills and understanding of the diverse society in which they live.

### Personal development, behaviour and welfare are good

Children are settled in the nursery and initial information gathered from parents supports this. However, this information does not focus enough on children's development, in order to enable staff to have a clearer picture of children's starting points. Staff are respectful and highly responsive to children's needs. For example, they ask the children's permission before taking their photograph. Children are encouraged to be independent from a young age. For example, in the two-year-old room, children wash and dry their own hands, pour their own drinks and independently manage their own clothing. Healthy lifestyles are promoted as children are offered healthy meals and snacks. Outdoor play is an integral part of the daily routine and these measures effectively promote children's good health.

### Outcomes for children are good

Staff have high expectations of children. They swiftly identify any gaps in learning and use individual plans, in order to help children reach their full potential. When children who speak English as an additional language first attend, the staff use key words in the child's home language and have a number of dual language books available to share with their parents. For children who have starting points that are lower than expected, the collated data shows that they are progressing well. Children are supported well in their transitions between rooms and acquire the skills they need for their next stage in learning.

## Setting details

<b>Unique reference number</b>	511725
<b>Local authority</b>	Oldham
<b>Inspection number</b>	869433
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Oldham College Governing Body
<b>Date of previous inspection</b>	6 December 2011
<b>Telephone number</b>	0161 785 4090

Butterflies was registered in 1994. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications, including one with Early Years Professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 8am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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