

# Report for Childcare on Domestic Premises

**Inspection date**

15 August 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Staff routinely undertake observations and assessments, which are also shared with parents. This helps parents to know how to support children's learning at home and helps to ensure children continue to make good progress.
- Staff provide good opportunities to promote children's speaking skills. They use questioning and prompting to help promote children's talk and for them to express their ideas.
- A significant strength of the nursery is how well all staff communicate with parents and other professionals involved in the children's lives. This ensures that if there are any gaps in children's learning, these are swiftly identified and addressed.
- The manager has high expectations of herself, staff and children. This, along with an accurate understanding of the strengths and areas for development within the nursery, ensures that the quality of provision continues to improve.
- Babies and children are happy and well settled in the nursery. Caring and nurturing staff intuitively respond to babies' and children's physical and emotional needs to ensure that they remain safe, happy and content.
- Staff manage children's move to school well. They liaise effectively with parents and school teachers to encourage a continued approach to children's ongoing learning.

**It is not yet outstanding because:**

- Although staff successfully plan for children's learning in the indoor environment, plans for children's learning in the outdoor environment are less effective.
- The tracking and monitoring of different groups of children are not yet fully embedded to enable closer identification of whether gaps in achievement between groups of children are closing.

## What the setting needs to do to improve further

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

- use planning even more effectively to extend opportunities outdoors, particularly for those children who prefer to learn outside
- evaluate the progress made by different groups of children and use this information to ensure that any gaps in their learning are quickly closed and they make the best possible progress.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures make sure staff are suitable to work with children. Staff are well qualified and supported to develop their knowledge and qualifications further. This has a positive impact on practice. The manager monitors children's records to ensure assessments are accurate and up to date. Regular supervision meetings support all staff to understand their roles and responsibilities and ensure any underperformance is swiftly tackled. Overall, self-evaluation is effective. The manager actively seeks the views of parents, children and staff and uses this information to drive ongoing improvement.

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

Staff use their good knowledge of the interests and needs of individual children to generally plan a range of exciting learning opportunities which both engages and challenges all children. For example, older children use mirrors to support making self-portraits. Staff skilfully ask questions to make them think not only about their own features but how they are different from their friends. This helps to promote children's self-confidence and self-awareness. Babies and toddlers have a wonderful time as they investigate and make marks with paint, chalk and water. They enjoy singing together and use actions as they sing familiar songs. Staff talk with children as they play, taking turns in conversation and modelling how to say words correctly. Older children's literacy skills are developing well. They recognise their own name and most can form letters correctly. Children enjoy books enhanced well through the library lending scheme.

### Personal development, behaviour and welfare are good

Babies and toddlers are emotionally secure and attachments with staff are strong. Staff are caring and sensitive, giving babies help and support to follow their care needs. Staff are good role models and play alongside children to teach them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour. Children develop useful skills to support them in their future development. For example, children and babies are helped to use cutlery independently and to serve themselves at mealtimes. Children's access to the outdoor area is timetabled due to the limited space. This helps to ensure that all children have access to fresh air and offers some opportunities for outdoor learning.

### Outcomes for children are good

All children are progressing well, particularly in their communication and language skills. Older children learn about the vocabulary of shape, size and colour and taking turns. Babies enjoy the closeness of being cuddled and have good opportunities to explore different types of materials and textures in their play. Children show imagination in their play and sustain their interest for good periods of time. They are developing good independence and key skills, helping prepare them well for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY480879
<b>Local authority</b>	Durham
<b>Inspection number</b>	992145
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	23
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP510887
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Butterflies Day Care has been registered since 2014. The nursery employs seven members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 4, three hold an appropriate early years qualification at level 3 and two are unqualified. The nursery operates from 7.15am to 6pm, Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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