

The Butterfly House Day Nursery

7a High Street, Great Paxton, St. Neots, 7a High Street, PE19 6RF



Inspection date

1 September 2016

Previous inspection date

13 November 2012

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

- Children of all ages are sociable and confident. Older children are interested in why the inspection is taking place and freely talk about what they like doing at nursery. Babies babble at visitors and wave as they leave the room.
- Children enjoy their time in a well-resourced and interesting learning environment. Learners who prefer an outside environment are well supported through free access to the setting's stimulating garden throughout the day.
- Staff consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.
- The owner demonstrates a clear drive for ongoing development of the setting and self-evaluation is effectively used to drive continuous improvements.
- Links are in place with other professionals working with children and their families and are used well to support children's ongoing development.

It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children, in order to precisely monitor the impact of targeted teaching.
- Not all staff's teaching skills are highly developed. While they naturally join in with children's interests, some staff do not consistently recognise the opportunities to further extend and build on what children can already do.

What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely
- strengthen staff's skills to see learning opportunities in all that children do, so that they continually support, extend and build on what children already know.

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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the owner.
- The inspector held a meeting with the owner. She also looked at relevant documentation, such as the setting's self-evaluation 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

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The owner, who is also the manager, demonstrates a secure understanding of requirements of the early years foundation stage. The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. The provider shows ambition for the setting and is able to talk confidently about improvements made since the last inspection. Effective induction procedures, regular supervision and team meetings are used to develop staff practice. There is a clear focus on extending staff qualifications. Parents speak highly of the setting, commenting on how it supports their children to become confident.

Quality of teaching, learning and assessment is good

Children are motivated and eager to learn. A good range of activities engages children in learning across all areas, both inside and outside. Children paint pictures with differing resources, build train tracks, or make pretend ice cream in the mud kitchen. Support is provided for children's language development. Staff join in with children's play, talking with them and helping them speak clearly. Singing is woven into the day. Parents are welcomed into the setting and share their own skills and knowledge with children. For example, reading stories in different languages or talking about their role as a nurse. Links are in place with other settings children attend and are used well to share information about their progress. The sharing of learning records, daily feedback and parents' evenings ensure parents are involved in their children's learning. Staff have a good understanding of each child and use their interests well to plan experiences. Regular observations and assessments help to ensure children achieve their expected milestones.

Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. Caring and flexible relationships with key persons provide a secure base from which children learn and develop independence. Transitions into the nursery are managed sensitively and in partnership with parents. Shared outside space is used to help younger children become familiar with staff from the older children's rooms. Good links with the local school ensure children are emotionally well supported when they move on to school. Children are given time and space as they manage their own needs relative to their ages. They are learning about healthy lifestyles. Older children know why they need to wear sun hats in the garden and help themselves to them as they head outside. All children are provided with healthy snacks and reminded to drink regularly. They have regular opportunities to be active and engage in physical play.

Outcomes for children are good

Children achieve the key skills they need for school. Babies are given space to learn to crawl and walk and take part in sensory activities. Older children's mathematical understanding is supported well. They are learning to count and are able to recognise a range of shapes. Outside children are learning to negotiate climbing structures and to build dens. Pre-school children make up stories and act them out. They use discussion to negotiate and work out scenarios as they engage in prolonged play.

Setting details

Unique reference number	EY445517
Local authority	Cambridgeshire
Inspection number	1060149
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	44
Name of registered person	The Butterfly House Day Nursery Ltd
Registered person unique reference number	RP531548
Date of previous inspection	13 November 2012
Telephone number	01480 218986

The Butterfly House Day Nursery was registered in 2012 and is privately owned. Opening times are Monday to Friday from 8am to 6pm all year round, except for public holidays and one week at Christmas. The nursery employs 12 members of childcare staff, including the owner. Five staff hold relevant qualifications at level 3 and two hold level 2. The nursery offers funded early years education for eligible two-, three- and four-year-old children.

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