

Butterfly Blue Day Nursery

Former Garrison Theatre, Richmond Road, COLCHESTER, Essex, CO2 7FJ



Inspection date

11 October 2016

Previous inspection date

10 March 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Practitioners support children with highly effective teaching that helps them to develop their ideas in many creative ways. Practitioners listen very attentively to what children say and work with them on their plans and to extend learning experiences.
- The partnerships with parents are excellent. The whole team of practitioners is dedicated to maintaining the highest level of communication between home and nursery in order to enhance children's experience.
- Practitioners' interaction with babies is superb. They are quick to develop relationships that help children to feel settled and secure. Practitioners know how to comfort and soothe babies, making sure they follow established home routines.
- Opportunities for outdoor learning are extensive and continue to develop. All children have daily outdoor learning time. Practitioners routinely plan a wide range of interesting and exciting learning opportunities in the garden. Children are encouraged and extremely well supported to organise their own learning too.
- Managers and practitioners have established highly successful partnerships with other professionals and early years settings. This helps to ensure key persons have the vital information to help all children achieve the best outcomes.
- Managers track children's progress extremely well. They continually review specific groups of children to ensure no one falls behind and where children's starting points are below expectations key persons do all they can to help them catch up.
- There are excellent opportunities for continuous professional development. The management team is committed to training. Practitioners are eager to improve their skills to help them develop their teaching and care practices to the highest level.

What the setting needs to do to improve further

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

- refine the transition process for children who attend term time only so that their move into the new group room is as successful as it is for those who attend all year.

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, provider and nursery development manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of practitioners working in the nursery.
- The inspector reviewed the safeguarding procedures and documentation used to ensure the safe day-to-day running of the nursery.
- The inspector spoke to children and practitioners at appropriate time throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is outstanding

Dedicated managers lead the well-qualified team of practitioners superbly and effectively communicate their drive to maintain the highest standards. The arrangements for safeguarding are effective. Practitioners have detailed and secure understanding of their responsibility to report child protection concerns to the Local Safeguarding Children Board. Practitioners are well deployed and they make frequent checks on the areas used by children to help ensure they are safe. Practitioners receive a high level of support and regular supervision, contributing significantly to maintaining the quality of the provision for children. The process for evaluating the quality of the provision is robust. Practitioners, parents and children all have a say in what works well and what could be improved.

Quality of teaching, learning and assessment is outstanding

Children have a full and busy day in the nursery. Each key person plans precisely for children's individual needs. They take full account of current interests and children's learning style. Children thoroughly delight in exploring their communication skills with French classes, singing and signing. Babies have fun exploring the many varied toys, finding out about the textures and the sounds they make. Children use books to help them find information and they frequently share stories with practitioners, who read with expression and enthusiasm. Children are highly imaginative. They use the wealth of role play equipment to make up their own stories and reflect their understanding of the world around them. Practitioners make regular observations of children as they play. They complete assessments that they share with parents, helping them to understand what they can do to further support children at home.

Personal development, behaviour and welfare are outstanding

Children behave well in the nursery. Practitioners put their targeted training into practice, helping children to manage their feelings and develop positive relationships. Children have high levels of confidence and exceptional levels of self-esteem. Practitioners are specific when they praise children for their clever ideas and persistent efforts to succeed at their tasks. Children are usually well prepared for the move to the next room. However, where children attend term time only, their move to a new room in September is not quite as seamless as it is for children who attend all year. Managers are keen to review this. Children show they have an excellent understanding of how to keep themselves safe as they cooperate with the robust practice when moving between the indoors and outside. Children lead a healthy lifestyle with well-balanced meals, fresh air and effective hygiene routines that help them to understand how to look after their bodies.

Outcomes for children are outstanding

Children are extremely well prepared for school. They work hard to gain the necessary skills; they are capable and independent. Children have a very positive attitude to learning and consistently show their eagerness to explore reading, writing and mathematics. Children who speak English as an additional language develop their communication skills well. Children who have special educational needs or disability make very strong progress given their varying starting points.

Setting details

Unique reference number	EY455971
Local authority	Essex
Inspection number	1074741
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	120
Number of children on roll	170
Name of registered person	Butterfly Blue Day Nurseries Limited
Registered person unique reference number	RP908966
Date of previous inspection	10 March 2014
Telephone number	01206 764191

Butterfly Blue Day Nursery was registered in 2012 and is operated by a limited company. The nursery employs 23 childcare practitioners. Of these, 19 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability and children who speak English as an additional language.

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