

Butterflys Day Nursery

Cross Hill, Hemsworth, Pontefract, West Yorkshire, WF9 4LQ



Inspection date

25 October 2016

Previous inspection date

1 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The management team has successfully addressed the areas for development identified at the last inspection. They have worked closely with the local authority to evaluate all aspects of the provision. There are clear action plans in place to support continued improvements and raise outcomes for children.
- Staff help children to acquire and extend their communication and language skills well. Babies and toddlers are introduced to new words as they play. Older children recall events, listen to their friends and build confidence to speak in a group.
- Staff accurately assess all children's development and plan purposeful learning experiences. Children are happy to take part in activities that support their next steps in learning. Staff in the pre-school room are skilful in following children's interests as these emerge through adult-led play.
- Children's emotional needs are supported well through times of change. Teachers are invited into the nursery, which helps children to become familiar with the new adult they will be spending time with. Children benefit from good continuity in their care and learning.
- Children learn about the importance of living a healthy lifestyle. They benefit from daily fresh air, nutritious food and regular exercise.

It is not yet outstanding because:

- Assessments of staff's practice do not focus precisely enough on how they can raise the quality of teaching to an outstanding level.
- A few staff do not follow the emerging interests of children as they play outdoors. This means that occasionally, teaching does not challenge and extend children's self-chosen learning.

What the setting needs to do to improve further

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

- evaluate more precisely how staff can develop their teaching skills, in order to raise the quality of teaching to an even higher level for all children
- support staff to build successfully on children's emerging interests as they explore outdoors to extend their learning further.

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 joint observations 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 a small selection of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the reporting procedures if they have a concern about a child in their care. They know how to recognise when a child might be at risk of harm, such as from extreme behaviours and views. Good recruitment, vetting and induction procedures are in place. The manager also carries out regular checks to help ensure staff's ongoing suitability to work with children. Staff have good opportunities to attend a range of training that benefits children's learning. They are experienced, well qualified and deployed effectively. The manager monitors children's development across the learning programme. She effectively analyses this information and any areas for improvement are highlighted and addressed in a timely way. For example, gaps in children's early mathematical development are now closing.

Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery and play purposefully. Staff working with older children are particularly skilled in supporting them to think for themselves. They demonstrate very good questioning skills and provide different ways to encourage older children to meet their challenge. Older children solve number problems and show motivation to meet their goals. Staff enhance older children's literacy skills well. They learn how information can be retrieved from books as they talk about the nursery snails. Children show care and empathy for living things. Babies develop their small-muscle skills and explore using their senses. Staff encourage them to squeeze, pat and poke wet sand. Staff have established good relationships with parents. They organise parents' evenings to discuss children's progress and welcome news about children's achievements at home.

Personal development, behaviour and welfare are good

Children's mealtimes are organised well. They are delightful, sociable occasions where children's learning opportunities continue to take place. Staff are good role models. They promote children's independence well. Children enjoy the responsibility of small tasks, such as giving out cups and plates to their friends. Older children show their understanding of the benefits of eating breakfast. They explain how breakfast gives them the energy to run around during the day. Children enjoy active play. Older children move their body to music as they take part in their 'wake up, shake up' morning routine. Toddlers show their developing concentration and balancing skills as they assuredly move across 'stepping stones'. Children are confident, behave well and develop good social skills.

Outcomes for children are good

All children, including those who receive funded education, make good individual progress from their starting points. They acquire the skills they will need for their move on to school. Children learn about the world and the festivals celebrated by others, which contributes to their growing understanding of diversity. They talk about seasons and learn about change, such as how the leaves fall off the trees in Autumn. All children are provided with opportunities to practise their early writing skills. They make marks using chalk, paint and pencils.

Setting details

Unique reference number	EY346645
Local authority	Wakefield
Inspection number	1028691
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	1 - 4
Total number of places	45
Number of children on roll	45
Name of registered person	Butterflies Day Nursery (Hemsworth) Limited
Registered person unique reference number	RP909723
Date of previous inspection	1 July 2013
Telephone number	01977 619000

Butterflies Day Nursery was registered in 2007. The nursery employs 10 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens on Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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