

# Butterflys Day Nursery

Selby Business Park, Oakney Wood Road, Selby, North Yorkshire, YO8 8LZ



## Inspection date

14 December 2016

Previous inspection date

27 August 2013

<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

- Robust policies and procedures are implemented. They are fully understood and followed by all members of staff, helping to keep children safe from harm. Furthermore, robust recruitment and vetting procedures are in place which help to safeguard children.
- The quality of teaching is strong across the nursery. This contributes towards all children making good progress towards the early learning goals.
- Staff act as good role models, promoting the use of good manners. Children are praised when they do well, which contributes towards raising their confidence and self-motivation.
- Staff support children's mathematical development. They develop their awareness of shapes, colours and size during daily activities. This helps children acquire skills they need for their next stage in learning and for school.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to involve parents in their child's learning so that they can work together to help children make even better progress.
- Methods for parents to contribute to the nursery's evaluation of practice and give their ideas for future developments are not highly effective.
- There are not enough learning opportunities readily available to support older children's developing understanding and enjoyment of information and communication technology.

## What the setting needs to do to improve further

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

- extend the already good opportunities for parents to be more involved in their children's learning
- improve the system for evaluating practice and include more opportunities to gather and act upon the suggestions and ideas of parents
- make more opportunities available to older children that reflect their interest in information and communication technology.

### Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the nursery's self-evaluation and the impact this has on the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns about a child's welfare. Staff have regular supervision sessions, enabling the manager to quickly address any concerns and provide appropriate support. Effective self-evaluation means that staff continually extend the good service for children and their families. Staff are actively encouraged to attend training courses. This helps to further enhance their knowledge, skills and understanding, which in turn benefits children. Staff have developed good relationships with other professionals. This contributes towards them providing additional support for children with identified gaps in their learning and development.

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

Staff are well qualified and experienced, helping to ensure that children are very well supported in their learning and development. Children are skilfully encouraged by staff to reveal their thoughts and test their ideas. For example, staff question children and support them as they problem solve. Staff identify children's interests and use them to plan activities that give children new challenges to enjoy. For example, children are creative and they explore textures, such as sand, ice and water. Children who speak English as an additional language are well supported in their growing communication and language skills. For example, staff obtain some key words from parents in their home language to help them to communicate with children. Children's development records include a range of observations, assessments and examples of their work. They provide a clear picture of how children's learning is improving and developing over time. Effective tracking of children's progress means that staff quickly identify any gaps in their learning.

### Personal development, behaviour and welfare are good

The warm and welcoming atmosphere creates a positive environment for learning and helps children to feel emotionally secure. Children are encouraged to become increasingly independent. They select the resources for their self-initiated play. Children enjoy a range of healthy snacks and meals. Mealtimes are sociable events as children and staff sit together and chat to each other. The nursery has information about any children who have special dietary requirements and this is displayed in all rooms, helping to keep children healthy. Children develop a good awareness of equality and diversity. For example, they explore various festivals.

### Outcomes for children are good

All children make good progress. Children learn to take turns and interact with each other positively. They develop a good appreciation of healthy lifestyles and they enjoy fresh air and physical exercise every day. Children's early writing skills develop well. They draw with chalks and make marks in the sand. They show care and concern for living things, for example, they help to care and feed the nursery pets. Older children are able to recognise and write their name before moving on to school. Children are enthusiastic, motivated learners who acquire skills and develop confidence in preparation for starting school.

## Setting details

<b>Unique reference number</b>	EY302657
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1060929
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Butterflys Day Nursery (Selby) Limited
<b>Registered person unique reference number</b>	RP909724
<b>Date of previous inspection</b>	27 August 2013
<b>Telephone number</b>	01757 701 791

Butterflys Day Nursery was registered in 2005. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and cares for children who speak English as an additional language.

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