

Barrow Butterflies Private Day Nursery

Barrow Primary School, Old Row, Barrow, CLITHEROE, Lancashire, BB7 9AZ



Inspection date	13 December 2016
Previous inspection date	17 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Children's safety and well-being are compromised. Staff fail to carry out effective risk assessments and maintain a safe environment in the out-of-school club provision. Security at the door is not robust enough. This means children can leave unsupervised and unauthorised persons can enter.
- Children's daily hours of attendance are not accurately recorded.
- Procedures for administering medication to children are not thoroughly enforced.
- Teaching is variable across the setting. Some interactions with children are weak and do not provide enough opportunities to extend their vocabulary and thinking skills.
- Staff are not yet fully supported by the manager to receive coaching and supervision that raise the quality of teaching.

It has the following strengths

- Staff are qualified, kind and caring.
- Partnerships with parents and other professionals involved in children's care and learning are well established and overall, support children's development.
- Children are supported to lead a healthy lifestyle. They have access to a well resourced outdoor area, eat healthily and take part in regular Forest School activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure risk assessments are in place that maintain children's safety in relation to the out-of-school club door, so that children cannot leave the premises unsupervised and that no unauthorised persons can enter 	13/01/2017
<ul style="list-style-type: none"> ■ keep an accurate record of children's hours of attendance 	30/12/2016
<ul style="list-style-type: none"> ■ keep a written record of each time medication is administered to a child. 	30/12/2016

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

- improve the quality of interactions with children across the nursery that provide more opportunities to extend their communication and language skills
- strengthen systems for staff supervision and coaching that raise the quality of teaching.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager, area manager and the safeguarding and compliance officer. She looked at relevant documentation, such as the nursery's policies and procedures, self-evaluation, children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the staff and the children throughout the inspection.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff do not ensure the safety of children in the out-of-school club provision. Security at the door is not robust and risk assessments have not identified this hazard. This means children can leave the premises unsupervised and unauthorised persons can enter. Additionally, staff do not follow procedures for administering medication to children. Staff do not record the time and dose of each medication given. This further compromises children's safety and well-being. Staff do not keep an accurate record of children's daily hours of attendance. This means in the event of an emergency they do not have sufficient records to check children are accounted for. The manager provides some training opportunities for staff, such as first aid and child protection. However, she does not yet provide sufficient coaching and supervision, to help staff improve their teaching skills. Parents are valued in the setting and are regularly invited to share their views about the quality of service provided.

Quality of teaching, learning and assessment requires improvement

Staff plan some exciting and challenging activities and experiences for children. However, the quality of teaching is variable across the nursery. For example, some interactions with children are weak. Some staff supervise children but do not have the skills to fully extend their thinking skills and vocabulary. Additionally, on occasions, staff overdirect children and end activities too quickly. This means children do not have sufficient time to follow their own thinking and consolidate their ideas. That said, children's physical development is well supported. Children play outdoors in all weathers and enjoy taking part in activities, such as planting and den making. Additionally, in the Forest School sessions they learn about taking appropriate risks and managing their own safety. For example, they know they need their warm clothing and Wellington boots on outside. Babies are supported by staff to explore using their senses. Babies experiment with various media, such as water, foam and paint. Children who have special educational needs are supported and included well.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and well-being is compromised. The nursery is clean and well maintained. Staff are good role models who treat children fairly and with respect. Staff support children to understand their feelings and emotions. Children talk about their personal experiences and use emotion plates to identify their current mood. Children behave well, given their age and stage of development. Transitions within the nursery and other settings are effectively managed and support children's emotional well-being. Children manage their own personal hygiene needs well, given their age and stage of development.

Outcomes for children require improvement

Children do not make enough progress in their learning. However, they learn some skills that help prepare them for school, overall. Children are confident and self-assured individuals. They have good independence and social skills. For example, they help

prepare and serve snack and pour their own drinks. Children demonstrate motivation for learning and are keen to try new experiences and have a go.

Setting details

Unique reference number	EY394069
Local authority	Lancashire
Inspection number	1079434
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 - 11
Total number of places	91
Number of children on roll	139
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Date of previous inspection	17 February 2015
Telephone number	01254825887

Barrow Butterflies Private Day Nursery was registered in 2009. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one member of staff at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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