

# Butterflies Day Nursery

11a Eriswell Road, Lakenheath, Brandon, Suffolk, IP27 9AF



## Inspection date

20 December 2016

Previous inspection date

8 January 2013

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

- Staff observe and interact with children as they play. This helps them to make accurate assessments of children's capabilities. Staff use this information to plan for children's ongoing learning to ensure they continue to achieve well and make good progress.
- Children benefit from a wide range of interesting experiences and activities in all areas of learning. They have plentiful opportunities to write and make marks using a variety of resources. They count and develop further mathematical skills during daily activities.
- Staff are good role models to children. They teach children to be kind and polite to their friends and to follow good hygiene procedures. Children display appropriate social skills. They offer to share resources with others and include them in their play.
- Children build secure attachments to staff, which promotes their well-being and helps them to settle quickly. Children become confident in their surroundings knowing that their needs will be met.
- Children respond well to staff as they engage in meaningful play together. Children ask questions and express their ideas. They develop a positive attitude to learning, which prepares them well for the next stage in their learning, such as school.

### It is not yet outstanding because:

- Staff do not yet fully benefit from highly effective guidance and support to help them to achieve their personal target of providing teaching practice of the highest quality.
- The manager does not rigorously check on the progress that groups of children make to target interventions even more precisely and raise children's level of achievement 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:

- strengthen the arrangements for the supervision of staff to enhance their professional development and support them to achieve teaching practice of the highest quality
- evaluate the progress that identified groups of children make to ensure provision and teaching is even more precisely targeted to help them to make the most rapid progress.

### 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. She looked at relevant documentation, and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector sampled a range of other documents, including the learning and development records of children, the nursery's policies and procedures, and risk assessments.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is highly qualified and demonstrates her commitment to providing good quality care and education for children. She reflects on children's experiences in the nursery to identify where improvements can be made. She implements changes to provision to offer children different and wider experiences. Staff are committed to their ongoing professional development and are keen to improve their knowledge and skills. They study for childcare qualifications to help them to understand how to provide good quality learning experiences for children. Staff work closely with other professionals to support children's needs. They share information and work together on strategies to promote children's development. Safeguarding is effective. Sound procedures are in place to ensure concerns about children's welfare are reported to the appropriate professionals at the earliest opportunity. Staff understand their responsibilities to keep children safe.

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

Staff play alongside children and respond well to their evolving interests. They adapt activities to enhance children's experiences and keep them engaged in learning for prolonged periods. They provide exciting resources, such as blocks of ice and some paint, for children to investigate and develop their imagination. Children identify that ice melts and turns into water in their warm hand. Children paint the ice cubes and watch as the colours mix together, naming the colours they recognise. Outdoors, staff help children to design and draw a road on the ground to ride their bikes along. Children suggest they make traffic lights and recognise that red means stop and green means go. Children remain interested in the activity and engage well as the activity continues. Staff build secure partnerships with parents. They share information with them about children's learning and progress to help parents to support children's development at home.

### Personal development, behaviour and welfare are good

Staff are enthusiastic and regularly praise children. Children develop good self-esteem and are proud to show others their achievements. Staff encourage children to be independent. Children identify what they need to wear to go outside on a cold day. They find their own coat and shoes to wear. Children are confident to ask for help when needed and staff encourage and support children to manage their own self-care. Staff promote healthy eating in the nursery. Children choose a healthy snack and name the fruit that they eat. Children have regular outdoor play to exercise in the fresh air. They throw and catch balls and ride around on bikes as they practise their physical skills. Staff are consistent when managing children's behaviour and give them clear and positive messages about how they expect children to behave. Children listen and respond well.

### Outcomes for children are good

Children progress well in their learning given their starting points. Where children enter with lower levels of attainment than their peers, they receive appropriate support to narrow any gaps in learning and help them to catch up. Children are motivated and enthusiastic to learn during their time at the nursery. They are eager to join in with group activities and settle equally well to their focused independent play.

## Setting details

<b>Unique reference number</b>	EY297876
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064671
<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>	2 - 10
<b>Total number of places</b>	35
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Patricia Edith Tippet
<b>Registered person unique reference number</b>	RP513493
<b>Date of previous inspection</b>	8 January 2013
<b>Telephone number</b>	01842 860900

Butterflies Day Nursery was registered in 2004. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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