

# Butterflies - Newbold Riverside Children's Centre



The Hut, Long Lawford Combined School, Holbrook Road, Rugby, Warwickshire,  
CV23 9AL

**Inspection date** 28 February 2017  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders and managers have a clear vision for the future of the nursery and work extremely well with the staff team. They are well qualified and dedicated to raising outcomes for children. Self-evaluation is incisive and used to drive the setting forward.
- Children are very settled and happy. The well established key-person system helps children to quickly build strong relationships with staff. Staff are kind, nurturing and reassuring. They take the time to get to know every child and ensure their emotional and physical well-being are supported very well.
- Children are engaged in a good range of experiences. Staff's teaching is good and they join in effectively with children's chosen play. Staff successfully support children to enjoy and achieve and build a solid foundation for their future learning.
- Staff place a sharp focus on developing children's speaking and listening skills. They comment and ask questions to develop children's thinking and understanding. Staff use picture signs and join in with discussions and model and repeat words clearly.
- Parent partnership is very strong. Staff work hard to involve parents in their child's learning. Parent workshops and training days are regularly organised with the aim of helping parents to gain a better insight into the different areas of learning, such as mathematics and literacy, to help them to continue learning at home.

### It is not yet outstanding because:

- Occasionally, some boys' learning is not always channelled precisely to match their interests and capabilities so that they remain highly engaged and challenged.

## What the setting needs to do to improve further

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

- use observations and assessments to identify where boys' learning can be enhanced further so that they are challenged to the optimum level and supported to make more-rapid progress in their learning.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the early years lead.
- The inspector held a meeting with the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant and have a good understanding of their safeguarding responsibilities. They are confident to report any concerns raised about children's safety and welfare. Policies and procedures are meticulous and implemented very well. Staff complete training to keep up to date with current guidance and legislation. Performance management is strong. Staff observe each other's practice and reflect and evaluate together, which enables them to identify where teaching can be further enhanced. Staff identify quickly any gaps in children's learning through robust monitoring. Information is regularly shared with all those involved with the children and their families, to ensure that early intervention is sought if required. Children who have special educational needs and/or disabilities are supported very well. The managers work closely with other professionals and parents to help all children access an environment that is suited to their individual needs.

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

Staff ensure the environment is interesting and organised well. Children can freely select activities for themselves and follow their own interests and ideas. Staff observe children, identify their next steps for learning and plan a range of activities to help build on their learning. Children explore using their senses and enjoy scooping, tipping and pouring as they play with the cornflour. Staff stay close by to the children and they interact extremely well with them. Children develop their own creative ideas as they experiment with paint and sand. They enjoy emptying and filling containers and staff skilfully introduce a wide range of resources to ignite children's curiosity.

### Personal development, behaviour and welfare are good

Children settle quickly in this warm, caring environment. Staff encourage children to adopt healthy lifestyles. For example, children are reminded to get tissues to wipe their noses and regularly wash their hands. They enjoy nutritious snacks and staff encourage parents to bring in healthy lunchboxes. Children's independence is fostered well. They are encouraged to put their own coats on when it is time to play outdoors, they make choices in their play and take on responsibilities of tidying up. Children have good opportunities to develop their physical skills. They enjoy playing outdoors and are encouraged to use a range of equipment safely. Staff are good role models. They value and respect every child and help them to learn expectations and boundaries. Children are developing their social skills as they play together and are beginning to gain an understanding of sharing.

### Outcomes for children are good

Children make good progress from their starting points and any gaps in learning are beginning to close. Children are becoming confident, capable learners and are gaining the skills that will help to prepare them for nursery school. Children are beginning to focus their attention for longer periods of time and they enjoy sitting with staff to listen to stories and sing songs. Children understand daily routines and they follow staff's instructions well. They are beginning to count and recognise shapes. Children confidently make choices and imaginatively develop their ideas for play.

## Setting details

<b>Unique reference number</b>	EY480090
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1084554
<b>Type of provision</b>	Sessional 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 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788568554

Butterflies - Newbold Riverside Children's Centre was registered in 2014. It is situated in a separate building on the grounds of Long Lawford Primary School in the Rugby area of Warwickshire, and is managed by Barnardos. The nursery employs three members of childcare staff. Of these, one holds a foundation degree and two hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Wednesday from 9am to 12.45pm and Thursday from 12.15pm to 4pm during term time only. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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