

Barrow Butterflies Private Day Nursery



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

Inspection date	20 March 2017
Previous inspection date	13 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 new manager and staff have worked hard to address actions raised at the previous inspection. New security measures in the out-of-school club are in place and are working well.
- Records, such as medication forms and daily registers, are in place and completed in full. The manager routinely checks these to ensure staff are following the correct procedures at all times.
- The quality of teaching is good. Staff have attended training and use the knowledge gained from this well, as they play and interact with the children. Children are supported by staff to develop their communication and language. Staff use a good range of questioning techniques to help extend their vocabulary and understanding.
- The management team and staff have a clear vision for the nursery. Detailed action plans highlight areas they would like to continue to improve. Parents and children are regularly asked to share their views and contribute their ideas on the quality of service provided.

It is not yet outstanding because:

- Some observations undertaken by staff do not always sharply reflect on the different and unique ways in which children learn.
- Although the manager has implemented supervision sessions, these are not yet sufficiently embedded across the team.

What the setting needs to do to improve further

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

- monitor even more closely the quality of staffs' observations of children that reflect the different and unique ways in which children learn
- embed supervision arrangements across the team to provide even more opportunities for staff to share best practice and raise the improved teaching to the highest possible levels.

Inspection activities

- The inspector toured the nursery, observed the quality of teaching during activities indoors and outside 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 and the area manager. 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 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 good

The arrangements for safeguarding are effective. Security in the out-of-school club is vastly improved. New door locks are in place and staff now man the door at each session. This means children cannot leave unsupervised and that no unauthorised people can enter. Security in the nursery building is secure. The door is locked and visitors need to ring the bell for access. They are then escorted by staff and asked to sign the visitor's book. Parents and children are greeted by friendly and enthusiastic staff who make sure they sign their children in and out on the daily registers. The manager and staff understand their roles and responsibilities to keep children safe. Staff know the procedures to follow should they have any concerns about a child's welfare. Overall, the manager is beginning to monitor staff performance. Staff are encouraged to attend a variety of training courses to extend their already good knowledge.

Quality of teaching, learning and assessment is good

Children explore with confidence and are eager to join in and learn new skills. For example, outdoors, they use sticks, paper, wool and tape to make a kite. Children demonstrate their good social skills as they work together and share the resources. Staff make the most of these opportunities to build on children's mathematical skills and deepen their knowledge of the natural world. For example, they count out the objects and discuss concepts, such as shape and size. Additionally, as the wind blows on their faces, they use this to establish the wind direction needed to fly their kites. Children are gaining an appreciation of keeping themselves safe. For example, they carefully use equipment, such as secateurs, to trim the sticks and scissors to cut out the shape of the kite. Babies are encouraged to explore using all of their senses. They experiment with different textures, such as paint and foam, and enjoy feeling different textured books.

Personal development, behaviour and welfare are good

Staff are good role models and provide children with constant praise and encouragement. Children are developing good social skills. They behave well and show care and concern for each other and the staff. Children enjoy nutritionally balanced home-cooked meals and snacks. They demonstrate their good independence as they serve food, pour their own drinks and are supported by staff to wash their own hands and face. Staff make good use of information, discussed and collected from parents, to ensure consistency of care. Children have access to two well-resourced outdoor areas. This means there is plenty of opportunity for them to be physically active and have regular of fresh air. Additionally, children take part in regular Forest School sessions. These sessions are used well to help extend children's social and participation skills.

Outcomes for children are good

Overall, systems for observation, assessment and planning are working well. This supports children to make continually good progress from their starting points in all areas of learning. Children are confident communicators who clearly express themselves and participate actively in conversations. Children are motivated, active learners who are prepared well for the next stage in their learning and school.

Setting details

Unique reference number	EY394069
Local authority	Lancashire
Inspection number	1081120
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	105
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Date of previous inspection	13 December 2016
Telephone number	01254825887

Barrow Butterflies Private Day Nursery was registered in 2009. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2 and 3. One member of staff holds a qualification 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.

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