

# Butterfly Blue Day Nursery

Former Garrison Theatre, Richmond Road, COLCHESTER, Essex, CO2 7FJ



## Inspection date

31 May 2018

Previous inspection date

11 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provide a caring environment where children settle well, feel secure and form strong attachments to their key person and other staff.
- Staff show they want the best for the children and help them strive to achieve the goals they set them. Staff smile when they talk about the children and show they are proud of them and their achievements. As a result, children have high levels of confidence and self-esteem.
- The management team provide regular and effective support for staff. Staff are encouraged to complete further qualifications and are confident to ask questions about how they can improve their practice.
- Children have good literacy skills. They are learning to read simple words, can hold a pencil and are starting to form recognisable letters.

### It is not yet outstanding because:

- The arrangements for performance management do not always support all staff to raise their already good teaching practice to higher levels and ensure all children make the best possible progress.
- Staff in the two-year-old room provide less opportunities for children to follow their interests and lead their own learning.

## What the setting needs to do to improve further

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

- build on the well-established systems in place for evaluating staff performance in order to drive the quality of teaching and all children's achievements to the highest level
- review children's access to resources in the two-year-old room so they have more opportunities to lead their own learning

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager, area manager and the provider. They looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- One of the inspectors spoke to a small number of parents during the inspection and took account of their views.
- The inspectors spoke to staff and children at appropriate times during the inspection.

### Inspectors

Daniella Adams / Susan Brockhouse

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible signs of abuse and know the procedure to follow if they are concerned about a child or a member of staff. The management team follow safe procedures when recruiting staff. They ensure that they get suitable references and a Disclosure and Barring Service check before employment starts. The manager checks children's development and puts in place strategies to support children's progress. The management team provide thorough induction training to staff. As a result, staff are aware of their roles and responsibilities. The management team review their practice and set challenging, but achievable targets for improvement.

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

Staff get to know children well. They complete regular observations and assessments of what children know and can do. Staff provide challenging activities based around children's interests and learning needs. As a result, all children make good progress. Staff give children a wide range of play activities that stimulate their senses. For example, babies explore the different textures of cereal and flour, and older children enjoy emptying and filling containers of water, manipulating play dough and experimenting with cornflour. Staff engage parents in their children's learning. They share ideas of how parents can support learning further at home. Staff support children with special educational needs and/or disabilities to make good progress. They speak with outside agencies to provide a consistent approach in meeting children's needs.

### Personal development, behaviour and welfare are good

Children have a good understanding of how to keep themselves safe and healthy. For example, they talk about having a balanced diet and not eating too much sugar as they know it is bad for their bodies. Staff provide healthy meals and snacks for the children throughout the day. They place a high importance on including all children and celebrating diversity. Staff help children to appreciate their similarities, but also their differences. Children who speak English as an additional language have access to many staff who are able to communicate with them in their home languages. This gives children a sense of belonging and helps to develop their communication skills in both languages. Staff promote positive behaviour. For example, they praise children for their achievements and encourage them to share and take turns.

### Outcomes for children are good

All children make good progress from their starting points. They are well prepared for the next stage in their learning, including the move to school. Children of all ages have good independence skills. For example, younger children persevere to put on their own aprons and help to clear tables ready for lunch, and older children learn to listen to instructions and concentrate on tasks. Children sing words to nursery rhymes and know the actions. This helps them to develop early communication skills. Babies gain good physical skills. For example, they learn to cruise, crawl and walk around the nursery and learn to reach for, and grasp objects.

## Setting details

<b>Unique reference number</b>	EY455971
<b>Local authority</b>	Essex
<b>Inspection number</b>	1136899
<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>	120
<b>Number of children on roll</b>	170
<b>Name of registered person</b>	Butterfly Blue Day Nurseries Limited
<b>Registered person unique reference number</b>	RP908966
<b>Date of previous inspection</b>	11 October 2016
<b>Telephone number</b>	01206 764191

Butterfly Blue Day Nursery registered in 2012. The nursery employs 29 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 1 and above, including two with Qualified 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. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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