

# Bailey's Butterflies

Cypress Gardens, NEWCASTLE UPON TYNE NE12 6SL



<b>Inspection date</b>	4 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection: Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff share the management team's vision and are passionate about providing children and their families with outstanding early years experiences. The inspirational and dynamic management team has very high expectations of staff and children.
- Children enjoy secure attachments with staff. Their individual care needs are very well met. They skilfully observe children to monitor activities and extend on the superb learning taking place indoors and outdoors.
- Parents are extremely complimentary about the nursery, the staff and the exemplary partnership that staff have with the school. For example, pre-school children visit the school nursery and do activities together and take part in physical education in the school. Parents feel that this helps children to be extremely well prepared for when they move on to school.
- Staff establish very positive partnerships with parents and keep them extremely well informed in their children's learning. For example, they routinely share children's learning experiences. In particular, they have joining-in sessions where parents can spend time in their child's room and join in with activities that children are involved in.
- The management team and staff monitor and track the progress of individual children and different groups extremely well. This enables them to identify any gaps rapidly and provide exceptionally good support for children to catch up quickly and continue to make rapid progress in their learning and development.
- Children display high levels of positive behaviour as they form warm and caring attachments with staff and with their peers. Staff are excellent role models to children. Children receive plenty of praise for their efforts and they learn how to share and take account of each other.

## What the setting needs to do to improve further

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

- continue with the excellent plans to involve children in learning about the local community, to further promote children's understanding of the community outside their own experiences.

### 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 had a tour of the nursery and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the headteacher.
- The inspector held a meeting with the headteacher, deputy headteacher and nursery team leader. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of parents' verbal and written views.

**Inspector**  
Lynne Pope

## Inspection findings

### Effectiveness of leadership and management is outstanding

The highly inspirational management team leads staff and nursery provision with vigour. They skilfully monitor staff performance and training needs, to ensure all staff consistently develop their practice to a higher level. For example, staff have accessed training on reading and how this can be promoted within the nursery. As a result, they bought resources that help children to know where to sit at group times. Self-evaluation and ongoing reflection is thorough. The management team has plans to continue to develop their partnership working with the local community to further promote children's understanding of the community outside their own experiences. Safeguarding is effective. All staff place a high priority on safeguarding children and are very clear about the procedures to follow to help to ensure children are kept safe.

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

The highly qualified staff expertly provide exciting opportunities for children to learn. They are highly adept at engaging children in meaningful conversations and use thought-provoking questions to challenge and skilfully develop children's ability to think critically. For example, staff ask pre-school children the meaning of words at story time, such as 'illustrator', 'author' and 'blurb'. Children are eager to respond as they demonstrate their understanding. Children who have special educational needs and/or disabilities thrive in this stimulating environment. Staff use their exceptional knowledge of individuals and work together to find strategies that are right for each child and their family. Staff use innovative methods, such as pictures to show a visual timetable to help children to understand what is happening now and what will happen next. Staff are extremely skilled in supporting children to flourish in their communication and language skills, including those who speak English as an additional language. For instance, staff repeat words for children so that they hear the correct way to say them.

### Personal development, behaviour and welfare are outstanding

Staff collect thorough information about care, learning and development and routines from parents before children start. They use this remarkably well to support each child's individual needs. Children thrive from having plenty of fresh air and exercise. They learn how to move their bodies in a wide variety of ways outdoors and understand that exercise makes their heartbeat faster. Babies have plenty of space to explore and start to pull themselves up to stand using the furniture, in preparation for walking. Staff promote children's independence extremely well. For example, children learn how to put on their own coats and at snack time they pour their own drinks and cut up the fruit.

### Outcomes for children are outstanding

All children flourish during their time at the nursery. They make rapid progress from their individual starting points. They develop secure foundations for future learning. For example, pre-school children learn how to write their own name. They confidently count a group of children up to 16 and recognise and name shapes. Children are kind and considerate and understand that if they see a friend struggling they need to help them.

## Setting details

<b>Unique reference number</b>	EY539737
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10085256
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Bailey Green Primary And Nursery School Governing Body
<b>Registered person unique reference number</b>	RP905867
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 2008356

Baileys Butterflies registered in 2016. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above, including one member of staff with qualified early years teacher status. The nursery opens from Monday to Friday. Sessions are from 7.30am until 6pm for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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