

<b>Inspection date</b>	13 February 2019
Previous inspection date	9 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 nursery environment is welcoming and secure with a wide range of high-quality resources. Staff provide activities that stimulate and challenge so that children have fun while they learn.
- Leadership is strong. Managers continuously look for ways to improve by reviewing staff practice and evaluating the provision.
- Staff are fluent in speaking both English and Polish. This enables them to share clear information with parents in both verbal and written forms. Staff support children well to develop their communication and social skills, including those children who are learning English as an additional language.
- Children form secure attachments to staff as an effective key-person system is in place. Children enjoy their time at the centre and settle well from the start.
- Managers encourage a culture of professional development and support for staff that enables them to provide the best quality experiences for children.
- Staff do not capitalise on opportunities for pre-school children to develop their independence and self-care skills.
- Managers have not made the most effective use of opportunities to help parents understand how they can support children's learning, particularly for those children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- make the most of opportunities for children to practise their self-care skills and develop their independence
- provide even more support to help parents understand how to extend children's learning, with particular regard to the benefits of outdoor play.

### Inspection activities

- The inspector had a tour of the nursery to check the suitability of the environment and the quality of resources.
- The inspector observed and assessed the quality of teaching and learning while children participated in a range of different activities.
- The inspector spoke to staff, parents and children throughout the day.
- The inspector completed a joint observation with a manager.
- The inspector held a meeting with managers where she checked policies and procedures, including suitability of staff based on their qualifications and Disclosure and Barring Service checks.

#### Inspector

Mary Hacking

## Inspection findings

### Effectiveness of leadership and management is good

The manager uses accurate self-evaluation to identify ways to improve the quality of provision. For example, the nursery interior has been redesigned to enhance learning opportunities for different ages of children. Staff hold appropriate qualifications and the manager has invested in further training to improve staff practice. Staff share daily information with parents about their child's routine. They meet with parents to discuss children's progress and send children's files home so parents can see their achievements. Staff understand their responsibilities to keep children safe. They can recognise signs of abuse and know what to do if they have concerns about a child. Safeguarding is effective. The manager uses accurate assessments of children's progress to identify any gaps in their development. She ensures that staff complete the progress check for children aged between two and three years, to share with their health visitor.

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

Staff offer children an array of exciting activities to meet all areas of learning, which are informed by children's interests. Children enjoy looking at books and listening to stories. Staff give props to children that encourage them to take part in telling the story. For example, children take turns to hold a toy rabbit, an owl and a fox as they talk about these animals during the story. Children learn about texture and temperature as they play with cooked pasta and ice cubes. Staff ask children lots of questions to extend children's vocabulary as they talk about the melting ice. Children learn about their body as they sing simple songs and rhymes with actions. Staff support children to extend their recognition of numbers. For example, they ask children to count the objects displayed on a large screen then press the button showing the correct number. Children help each other and staff give them lots of praise for their efforts.

### Personal development, behaviour and welfare are good

Children are developing their independence and self-care skills with support from staff where needed. Many children can go to the toilet without help and wash and dry their hands. They can use cutlery at mealtimes and drink from a cup. Staff are positive role models as they demonstrate good manners and how to share. They use creative ways to help children to understand expected behaviour. For example, staff show children picture cards to demonstrate sitting, standing and listening, in addition to using verbal requests. Mealtimes are social occasions where children interact well with adults and staff. They talk about their food preferences and make links to what they do at home.

### Outcomes for children are good

Children know their routines and can follow simple rules. They are making good progress from their starting points, including in their knowledge and understanding of English. Most children are working within the expected range for their age and stage of development. Children are keen learners and show confidence in choosing the activities they prefer to do. They are developing many of the skills needed to embark on the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY477150
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065651
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Wysk, Anna
<b>Registered person unique reference number</b>	RP515633
<b>Date of previous inspection</b>	9 October 2015
<b>Telephone number</b>	0161 653 7185

Butterfly Children registered in 2014. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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