

Butterflies Day Nursery @ Bowerlane



East Bower Farmhouse, East Bower, Bridgwater, Somerset TA6 4TY

Inspection date	24 April 2019
Previous inspection date	8 February 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff have failed to implement the safeguarding policy and procedures. They have not shared information with the manager, who is the designated safeguarding lead, and they have failed to notify the appropriate agencies without delay when there have been concerns about a child's safety. This significantly compromises children's welfare.
- Leaders have not trained staff well enough to fully understand the importance of sharing all information regarding children's welfare in a timely manner.
- Staff working with the youngest children do not consistently interact with them to help develop their language skills and understanding further.
- Staff working with older children miss opportunities to develop and enrich children's vocabulary to help them explain their understanding and link ideas. Children do not make the progress of which they are capable.
- Staff do not fully evaluate children's skills when they start so that they can measure their progress effectively from the outset.

It has the following strengths

- Staff follow children's interests as they play and provide activities that encourage appropriate physical and social development.
- Staff ensure that children play safely in the setting. Children behave well and feel secure and settled. Staff have effective partnerships with parents. They regularly inform parents of children's progress so that they can support learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take action to notify agencies with statutory responsibilities in the event of concerns about a child's safety and welfare without delay	14/05/2019
improve training for all staff to ensure that they fully understand and follow effective safeguarding policies and procedures to keep children safe from harm.	14/05/2019

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

- improve staff's interactions with the youngest children, to develop their speech and understanding more effectively
- provide older children with more opportunities to talk about and develop their ideas, to extend their knowledge and increase their vocabulary further
- improve the evaluation of children's learning when they start at the nursery to help measure their progress more effectively from the outset.

Inspection activities

- The inspector spoke to children and staff and observed teaching and learning indoors and outdoors.
- The inspector spoke to parents and took their views into account.
- The inspector reviewed documents relating to accidents, incidents and complaints, and viewed documents relating to safeguarding concerns.
- The inspector sampled necessary policies and procedures and checks on the suitability and qualifications of staff.
- The inspector reviewed staff's assessment of children's development and the progress they make.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Staff can identify the signs and symptoms which may indicate that a child is at risk of harm. However, staff do not have a secure knowledge of how to respond appropriately to concerns regarding children's welfare. Staff do not record information accurately or follow safeguarding procedures and pass on information to the designated safeguarding lead. As a result, the manager has not been aware or notified the Local Safeguarding Children Board of potential safeguarding concerns. This lack of understanding seriously compromises children's safety. Leaders have responded appropriately to any concerns from parents. The manager ensures staff change practice and receive training to improve supervision of children and the routines. The manager checks the quality of teaching regularly and is aware of the weaknesses in the practice of some staff. The manager works with staff effectively to self-evaluate the provision. She has identified that staff need additional training to improve the way they communicate with the youngest children and those with special educational needs and/or disabilities (SEND). Since receiving training from other professionals, the manager and staff use special equipment and provide additional teaching to support some children with specific special educational needs and/or disabilities.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff working with the youngest children do not interact with them consistently. For example, when children play with dolls, staff miss opportunities to encourage children to think and talk about how they care for the babies. Staff working with older children do not consistently provide enough challenge so that children listen, think and speak. Staff do not consistently model a wide vocabulary to extend children's knowledge and help them link ideas. This was evident when children chose to build a tower with large bricks outdoors. Staff missed opportunities for children to develop problem solving, measure and compare sizes to enrich their mathematical understanding beyond counting. All staff have an effective knowledge of children's development and observe and assess this, but do not use these skills as well as when children first start at the nursery. Staff working with two-year-old children provide a rich variety of activities and continually develop these as children play. Staff working with this age group model vocabulary effectively and question carefully to challenge children's thinking. This is evident when younger children explore smell, texture and pattern. Staff working with the youngest children provide a range of resources that are appropriate for babies and encourage their emerging physical skills effectively. Staff in the pre-school room provide activities that children enjoy, with opportunities to run and develop their physical and imaginative skills. Staff provide experiences of planting and growing vegetables so that children gain an understanding of where food comes from.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in safeguarding do not support children's welfare. Some staff do not follow safeguarding procedures, which compromises children's well-being. Children understand how to play safely and are considerate to their friends. Staff comfort the youngest children to settle them. Children feel safe and secure because of the strong attachments to their key person and established routines. For example, they all eagerly

understand when it is snack time. The youngest children show empathy for each other. Older children use tools safely in the garden and eagerly investigate the behaviour of earthworms. They use their imaginations and eagerly work with their friends to gather objects, and collect water independently to make 'sparkling cakes' when playing in the sandpit. Staff supervise children effectively and establish routines for older children to use the toilet, wash their hands and eat independently. Staff manage children's behaviour effectively and children understand the rules of games and how to take turns.

Outcomes for children require improvement

Due to weaknesses in teaching, not all children are making good progress. Staff miss opportunities to fully develop the youngest children's communication skills and understanding. Older children are not well prepared for school. For example, they do not have good opportunities to develop their critical thinking. Babies begin to join in with familiar songs and use actions to request them. Younger children eagerly identify rough, smooth and stripy textures and shapes they produce by rolling and printing in play dough. Older children re-enact familiar stories in imaginary games. Younger children explore, investigate and use their manipulative skills well. Children with SEND make steady progress.

Setting details

Unique reference number	EY248113
Local authority	Somerset
Inspection number	10067699
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	62
Number of children on roll	105
Name of registered person	Salant Ltd T/A Butterflies Day Nurseries Ltd
Registered person unique reference number	RP521064
Date of previous inspection	8 February 2016
Telephone number	01278 431868

Butterflies Day Nursery @ Bowerlane registered in 2002. It is one of two privately run nurseries in Bridgwater, Somerset. The nursery is open each weekday from 8am to 6pm, closing for a week at Christmas and on bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. The manager holds an early years qualification at level 5 and is supported by 16 members of staff. Of these, 11 hold an early years qualification at level 3, and two hold level 2.

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