

# Inspection of Three Butterflies Nursery

Building H7, Royal Gunpowder Mills, Powdermill Lane, Waltham Abbey, Essex EN9 1BN

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Inspection date:

9 September 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Not all children aged two and three years are consistently challenged or engaged to make the best possible progress. Children are still settling at this new nursery. Although some children enter the nursery eager to join in activities, some children need considerable reassurance and attention from staff. At times, staff are extremely busy offering comfort or dealing with domestic duties. This means children's learning needs are hindered when activities and conversations are often interrupted. Staff have a limited understanding of the progress check at age two. Some checks are not completed on time.

Babies and children choose from interesting resources. They have ample space to play and improve their physical skills. Children start to develop their independence and manage some routines by themselves. However, staff do not make the most of opportunities to help children learn about their personal hygiene.

Children learn to keep themselves safe on outings. They visit interesting venues and listen carefully to road safety instructions. They know they wear high-visibility jackets so they can easily be seen when they go on walks. Children are learning to share and take turns with toys. They behave well and show respect and kindness towards each other.

### What does the early years setting do well and what does it need to do better?

- Although every child has a key person, staff are not always deployed effectively to support the two- and three-year-old children's learning throughout each day. Sometimes children quickly lose interest and wander aimlessly. Despite this, the requirements regarding adult-to-child ratios and staff qualifications are now met. The manager is currently recruiting new staff to join the nursery.
- Staff are warm and caring. They offer plenty of cuddles to children who find it harder to settle. Parents provide useful information about their children's interests and capabilities when they start. This helps staff to plan initial activities based on their learning needs.
- Staff plan appropriate activities linked to all areas of learning. They assess what children can already do and identify what they need to learn next. However, the manager is not consistently checking that all key persons complete the required progress check for all children between the ages of two and three years.
- Teaching is not consistently strong. Not all staff confidently engage all the children in conversation or consistently support them to use expressive language and extend their own ideas. Nevertheless, the more confident children are initiating conversations with each other and are starting to build new friendships.
- Babies are happy and content and share a special bond with their key person. They show great interest in their surroundings and have fun as they use their

senses to explore sensory materials and fabrics.

- Older children enjoy developing their mathematical knowledge as they explore volume and capacity. They pour water or lentils and rice into containers of different sizes. Staff encourage children to count and use numbers in their play.
- Staff are calm role models and help children develop important social skills. Expectations of behaviour are clear. For example, children learn that it is safer to walk indoors rather than run.
- Children benefit from nutritious meals and regular access to outdoor play. This helps them to develop a suitable understanding of healthy lifestyles. Children know that they need to wash their hands before eating. However, they are not always encouraged to wash their hands after visiting the toilet, nappy changing, or after using a potty.
- Staff build friendly and helpful partnerships with parents. They give parents feedback about their children's day. Parents speak highly of the staff and the activities they provide. They say they access children's online learning records to see their progress.
- The arrangements for monitoring staff performance are still in the early stages of development. Staff meet as a team to plan activities and discuss good practice. The manager has recently introduced individual supervision meetings for the staff to discuss their well-being and ongoing professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team are vigilant about the safety and security of the children. They carry out regular risk assessments of the premises and all outings. The manager and staff have a secure knowledge of the correct procedures to follow if they have concerns about a child's welfare. They are also aware of wider safeguarding issues and know to protect children from extreme views and behaviour. Effective recruitment, vetting and induction arrangements ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that staff are deployed more effectively and can focus on supporting the two- and three-year-old children's learning and development throughout each session	25/10/2019

ensure that the progress check for children between the ages of two and three years is consistently completed and shared with parents.	25/10/2019
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**To further improve the quality of the early years provision, the provider should:**

- support staff to enhance their skills and extend opportunities for all children to share their ideas and use expressive language
- enhance opportunities for children to develop their awareness of personal hygiene.

## Setting details

<b>Unique reference number</b>	2524312
<b>Local authority</b>	Essex
<b>Inspection number</b>	10101981
<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>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Three Butterflies Nursery / Preschool Ltd
<b>Registered person unique reference number</b>	2501593
<b>Telephone number</b>	01992 827109
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Three Butterflies Nursery registered in 2019. The nursery employs six members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 3 and two staff hold a qualification at level 2. The manager holds an early years degree at level 6. The nursery also employs a cook. It opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Champion

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this nursery.
- The inspector and the manager completed a 'learning walk' across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager. They discussed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. She also accompanied staff and children on an outing.
- The inspector looked at a sample of the nursery's documents, including evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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