

# Inspection of Butterflies Children's Day Nursery

Butterflies Children's Day Nursery, St. Augustines Park, Hull Road, Hedon, Hull  
HU12 8QN

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Inspection date: 18 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children of all ages have access to a stimulating environment and staff set up a good range of exciting activities and experiences. Equipment and resources throughout the setting are safe, high quality and varied. Older children are confident and motivated learners who are keen to join in. They thoroughly enjoy trying transient art, creating a picture from many natural materials, such as sticks and stones. Children's communication skills develop well and they articulate what they know and can do securely. This positive attitude creates a secure foundation for the next stage in their learning. Younger children hold chalks and make spontaneous marks in preparation for early writing development. However, the younger children at times are not focused in their play and learning.

Babies enjoy manoeuvring around obstacles, demonstrating growing control in their physical skills. They are fascinated by small lights as they learn to handle and repeat actions to operate them. Younger children climb over apparatus in their room, showing their coordination and balance. Children have access to a well-resourced outdoor play area. Older children confidently carry pumpkins and pretend to cook, demonstrating their good imaginative skills. Children behave well. Staff use effective behaviour management strategies to promote positive behaviour. For example, toddlers learn to take turns and share resources with support.

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

- The manager has a strong commitment to improve the nursery through setting valuable targets. For example, an area outside is set to be transformed into a sensory garden. The manager completes regular supervision meetings with staff. However, these and the coaching of staff are not rigorous enough to ensure that all the staff fully understand their roles and responsibilities within all aspects of their work.
- Many staff are well qualified and are supported well to gain further qualifications. All staff access regular safeguarding and first-aid training. Partnership working is strong. Links with the local authority and local schools are effective.
- Stories are promoted very well within the nursery. Older children enjoy and act out stories using props enthusiastically. Staff skilfully ask questions to inspire children's ideas further. Older children show they remember a familiar story splendidly. Toddlers join in with repeated refrains loudly, showing they know them well. Babies are keen to turn pages and feel books with textures. This supports their early literacy development and communication skills well.
- The quality of teaching in the pre-school room is consistently good. Staff have high expectations of children and promote mathematical concepts well. For

example, children count at registration time and know what number comes next when staff give them a number.

- Although most teaching is good, there are some gaps. This weakness is largely due to changes in the staff team. Staff miss opportunities in teaching and questioning, to help younger children to develop and extend their own ideas and think creatively.
- Staff use their good understanding of child development to plan a wide range of enjoyable learning opportunities. However, sometimes staff do not reflect on ways to further improve activities swiftly enough to help younger children and toddlers focus and concentrate on all the learning opportunities, at all times.
- Partnerships with parents are good. Staff share information with them about their children's achievements. Staff offer advice and support about how they can continue their children's learning at home. Parents' feedback is very positive.
- The key-person system throughout the setting is effective. Staff know children well and share affectionate bonds with them. Older children settle quickly into their rooms and younger children, once settled, are happy and content.
- Staff are responsive and sensitive to babies' individual needs. They sing songs during play and this inspires babies to move, bounce and make many vocal sounds. Staff follow the medication procedure effectively, to ensure babies' welfare.
- Children's physical well-being is well supported. Children listen well to staff and cooperate with boundaries and routines. They wash their hands before having meals and staff talk about the importance of trying a range of nutritious foods.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and indicators of possible abuse and neglect. They know the correct action to follow if a child's welfare is at risk. Staff know who to report to should they have concerns about children or the conduct of others. The premises are secure and safe for children to play in. Staff risk assess the environment through checks to minimise hazards and ensure children are supervised appropriately. The manager ensures risk assessments are regularly reviewed. She implements a secure recruitment, induction and deployment process. This ensures staff are suitable to work with children.

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

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

- enhance teaching and questioning skills to allow younger children plenty of time to think creatively and respond with their own ideas and extend their learning further
- further improve activities in the younger child and toddler rooms to enable

children to focus and concentrate more and support them to make the best possible progress

- improve staff supervision and coaching to ensure that all staff fully understand their roles and responsibilities, increasing the potential to consistently deliver the highest quality of care and education.

## Setting details

<b>Unique reference number</b>	EY379668
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10127538
<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>	77
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Butterflies Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP528408
<b>Telephone number</b>	01482 899699
<b>Date of previous inspection</b>	4 December 2017

## Information about this early years setting

Butterflies Children's Day Nursery registered in 2008. The nursery is owned and managed by a private provider. It employs 26 members of childcare staff. Of these, 24 hold early years qualifications at level 3 or above. The nursery opens all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Stott

## Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the nursery manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures and the qualifications and suitability checks of staff.
- The inspector carried out a joint observation with the manager. She discussed the self-evaluation and the impact this has on the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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