

Inspection of Butterflies Day Nursery

46 Colders Lane, Meltham, Holmfirth HD9 5JJ

Inspection date: 23 January 2020

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

The provision is good

Children settle quickly from the start of the day. They are very happy and fully engaged during their time at the nursery. Children's curiosity and imaginations are stimulated by the well-planned and organised learning environment indoors and outside. Children enjoy the adult-led group activities, such as story times, group work and singing activities. Overall, staff have high expectations for children. Children show good levels of confidence and independence as they lead their own play. Staff form strong bonds with children and consistently speak to them in a warm and friendly manner. They talk to children at their level and maintain eye contact. This contributes well to children's listening and communication skills.

Children feel safe and secure during their time in the nursery. Staff establish close relationships with parents, and this helps to contribute to children's sense of well-being and belonging. Children behave well. The staff provide sensitive support for younger children who are learning to manage their own behaviour. The well-qualified manager has led significant changes to the planning and assessment procedures. As a result, the manager, provider and staff team have made good improvements since the last inspection.

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

- Children are well behaved. Staff are positive role models to children. They regularly praise children and value their ideas and achievements. Staff skilfully reinforce children's good behaviour through purposeful praise. They distract children who may otherwise demonstrate unwanted behaviour. Staff help children, including those with special educational needs and/or disabilities, to manage their emotions and learn to share and be tolerant of others.
- The new assessment procedures help staff to quickly identify any gaps in children's learning and make plans to address them. Staff make strong use of children's developing interests to motivate them and support their learning. For example, staff help children develop their own stories as they play with toy dinosaurs in the outdoor muddy play area. Children recall the names of many different dinosaurs and make up their own roaring sounds. However, the assessment and planning procedures are not yet fully embedded to have the maximum impact on children's achievements.
- Staff strongly promote children's speech and language development. Children are introduced to many songs and rhymes throughout their time at the nursery. They quickly become familiar with them and eagerly join in. Children are utterly enthralled by staff's lively and animated reading of their favourite stories. They anticipate what will happen next and enjoy repeating phrases they know well.
- Parents appreciate all that the nursery staff do for their children. Staff use the detailed information that parents provide about their children's interests, skills

and knowledge to accurately assess their starting points. Parents feel increasingly well informed and welcome the guidance they receive to help their children's learning at home. They particularly comment on the good support that they receive for their children's successful toilet training.

- Staff help children to acquire the skills they need for their future learning, including making a successful start to school life. For example, children learn to listen well to others and follow sometimes complex instructions. They show independence and confidence in putting on waterproof clothing and boots before venturing outside to play in the rain. However, staff do not consistently help children to persist with tasks to further extend their learning.
- Children are given many opportunities to extend their physical skills. Babies develop their fine motor skills playing with trays of noodles inspired by Chinese New Year. They learn to stand, walk and balance with soft-play equipment indoors and outdoors. Older children climb and weave in and out of balancing bars. Staff guide them to reach higher and to pull themselves along.
- The manager provides strong leadership to the staff. Staff are given time and opportunity to access training opportunities and share their learning. This contributes to the children's learning development, for instance, in speech and language and mathematical skills. Staff work closely with other settings that children attend and the schools they move on to. They share information well to promote consistency in children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff are well trained in child protection procedures. They know how to identify signs that children may be at risk of abuse or neglect. Staff are very clear about who to report their concerns to and how to make sure that they are suitably managed. There are clear procedures for handling an allegation against a member of staff. The manager and her staff are vigilant and ensure that children always play in a safe and secure environment both inside and outdoors.

What does the setting need to do to improve?

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

- embed the recently introduced assessment and planning procedures and evaluate their impact to further raise children's achievements
- strengthen strategies to help children to persist at their activities more consistently and extend their learning.

Setting details

Unique reference number	EY547762
Local authority	Kirklees
Inspection number	10120331
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 to 4
Total number of places	42
Number of children on roll	22
Name of registered person	Childstar Limited
Registered person unique reference number	RP547761
Telephone number	01484854844
Date of previous inspection	13 August 2019

Information about this early years setting

Butterflies Day Nursery registered in 2017. The nursery employs nine members of childcare staff. Of these, all hold relevant early years qualifications at level 2 or above, including five at level 3 and two at level 5. The nursery opens Monday to Friday all year round, excluding bank holidays and a week at Christmas. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- The inspector and the manager completed a learning walk of the nursery. They discussed the space, resources and activities provided for the children.
- The manager and the inspector jointly observed some activities. They discussed the quality of staff's interactions and the impact on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Documents were viewed by the inspector, including a sample of policies and the procedures to check staff's suitability to work with children.
- The inspector spoke to parents 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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