

# Inspection of Three Butterflies Nursery

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

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Inspection date: 18 August 2021

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

### The provision is good

Children settle quickly and mostly leave their parents and carers with ease. Babies develop close bonds with key staff and cuddle into them on arrival. This demonstrates that they feel safe and secure. Children engage with staff as they sing and look at story books together. Young children smile happily as staff use familiar story sacks during small-group activities. Children are independent. For example, they self-select resources that interest them, including the babies, who enjoy the freedom to explore their surroundings.

Children behave well. Staff are consistent with the strategies they use to support children's understanding of appropriate behaviours. For example, they encourage children to 'use kind hands' and remind them during their play that 'sharing is caring'. Children respond positively to this and are confident to ask their friends to share. Children use their imaginations. They re-enact different characters. For example, older children dress up and become their action figure heroes. Similarly, younger children use role-play resources as they play imaginatively together.

Opportunities for children to develop their physical skills are good. Outside, they enjoy spontaneous activities, such as hunting for bugs and washing the toy cars with bubbles and water. Babies have equally good opportunities to develop their physical skills. They discover different textures, such as sand and dough, and competently use their fingers to manipulate the different materials.

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

- The provider and staff team have made positive improvements since the last inspection. The provider has implemented new procedures that promote the safe and efficient management of the setting. For example, she ensures that through her planning there are sufficient numbers of qualified staff to meet the requirements of the early years foundation stage.
- Staff promote children's communication and language skills. They introduce new words and language that help children to develop their vocabulary. Children are quick to respond to questions from staff. For example, they know and want to tell staff what it is that bees make. Staff's questioning techniques help to extend children's knowledge and learning overall. However, for some children who speak English as an additional language, the methods used are not embedded enough to best help them to excel in their language development.
- Children learn about their safety and the safety of their friends. Staff talk to children about climbing the stairs to the slide, rather than going up the slide, to ensure they remain safe and do not hurt each other. Children demonstrate that they hear staff as they quickly change the way they use the equipment and then remind their friends.

- Staff have improved the layout of the environment. This has had a positive impact on how children access the resources and explore the areas with their friends. When children do come together, for example in the outdoor space, they enjoy looking at books together.
- Partnerships with parents are strong and parents speak highly of the staff team. During the COVID-19 (coronavirus) pandemic, staff supported parents and children. This has had a positive impact on families. When children returned to the nursery, staff encouraged and supported them effectively to ensure any gaps in their development were identified and quickly closed.
- Children are creative. They enjoy using a range of different materials, such as making pictures or building with construction resources. Staff plan activities and experiences that children enjoy taking part in. However, staff do not always recognise when planned activities can be adapted to present even more challenge for the most-able children.
- Partnerships with other settings and professionals are good. Staff encourage regular two-way communication to support all children and seek professional support from other agencies when additional concerns are identified.
- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning given their starting points and capabilities.
- Staff develop their continuous professional development. Regular supervision and appraisals enable them to identify their own strengths and areas for improvement. Ongoing training opportunities are encouraged, and staff undertake these to improve their teaching.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of what to do if concerns are raised about children in their care. They are able to identify the signs and symptoms that may indicate a child is at risk of harm and they follow appropriate procedures. Staff are confident to report their concerns about children or staff and they know where to report these to. This helps to promote children's safety and well-being. The provider follows safer recruitment procedures when employing staff. This helps to ensure that staff are suitable for their roles.

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

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

- extend and embed the range of methods used to support children who speak English as an additional language
- adapt activities and experiences to provide further challenge for the most-able children.

## Setting details

<b>Unique reference number</b>	2524312
<b>Local authority</b>	Essex
<b>Inspection number</b>	10124188
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	44
<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>	9 September 2019

## Information about this early years setting

Three Butterflies Nursery registered in 2019. The nursery employs nine members of childcare staff. Of these, seven hold an appropriate early years qualification at level 2 or above. It operates Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Rowley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluations.
- The deputy manager and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector spoke with children throughout the inspection. Children told the inspector about the activities they enjoy taking part in.
- The inspector observed staff interaction with children during the inspection. Two adult-led activities were observed and reviewed with the provider and the deputy manager.
- A number of parents spoke to the inspector during the inspection. The inspector took into account their views and feedback.
- The inspector reviewed a sample of the provider's documentation, including staff suitability, accident and attendance records.

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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