

Inspection of Flutterby's Daycare

Unit 2231 & 2232, Mill Hill Cp School, Crosby Road, Northallerton, North Yorkshire
DL6 1AE

Inspection date: 9 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the welcoming nursery. They develop close, positive relationships with staff and other children. They enjoy and understand the familiar routines offered, helping them to feel safe and reassured.

Due to the COVID-19 (coronavirus) pandemic, children's experiences are slightly different to usual. For example, they use hand sanitiser when they arrive each day. Staff have increased the deep cleaning routines accordingly, making sure that the environment is safe. Children have adapted well and happily wave goodbye to their parents at the gate.

Children are enthusiastic and confident as they move around the indoor and outdoor play areas. They delight in discovering pebbles, hidden in the 'dinosaur bark'. They practise their balancing skills as they carefully move across the wooden stepping-stones to the den. Staff encourage children to learn from each other, helping to value children's home languages. For example, staff and children understand and use the Polish word 'robak' for worm.

Staff have high expectations of children's learning and behaviour, regardless of their background or prior experiences. Staff treat each child as an individual, tailoring what they offer to meet children's ever changing interests and needs. As a result, children make good progress in their learning and development.

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

- The manager and staff have worked hard to raise the quality of the provision since the last inspection. There has been a vast improvement in the day-to-day safeguarding of children and in the increased training opportunities offered to staff. The manager supports the staff team in their various roles, helping them to give children the best start in life.
- Staff are very clear about what they want children to know, understand and learn at the nursery. They know their key children very well and can say exactly what each child needs to do next, to make further progress.
- Movement between the two playrooms is planned well in advance. Staff check where children are in their learning and development, and then discuss the details with the future staff team. This helps children to settle into their new play environment easily.
- Care practices are good. Staff give children's growing self-esteem priority, particularly after the nursery closures during the COVID-19 pandemic. Children learn how to get changed to play outside in different weathers. Younger and older children sit together at lunchtime, developing their social skills. They cut the fruit for their snack and then clear away their own plates and cutlery after

eating. This helps to develop their independence.

- Overall, staff interact well with children. They describe what they are doing and talk to them as they play alongside. This helps children to hear new words and understand facts about the world around them. For example, children learn that a yellow pepper is yellow because it has been picked before a red one. However, on occasion, staff are not consistent in the way they address children. For example, they sometimes use their own name or the child's name to do something, rather than 'I' or 'you'. This can cause confusion, particularly if the child is struggling to develop their language skills.
- Children have many opportunities to learn and practise their physical skills. They run and jump in the outdoor area. They lift and pour jugs of water, estimating how many they need to fill up the washing-up bowl. They scoop soil with different sized containers and lift plastic ducks out of water. However, younger children do not always access the activities made available to develop their small muscles, such as using tweezers to sort out pom-poms. This is because staff do not consistently understand the need to develop children's larger muscles first, especially for the younger age group.
- Parent partnerships are strong and supportive. Staff share children's achievements daily, giving parents further ideas to help extend their children's learning at home. Parents speak highly of the 'caring staff team'. They enjoyed the weekly contact and the varied activity packs received during the nursery closures. This helped to close any gaps in the children's learning, during this time.
- Staff work well with outside agencies and external professionals to support children with special educational needs and/or disabilities. This means that any barriers to learning are reduced and all children are supported to reach their true potential.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of how to keep children safe from harm. They know what to do and who to contact if they have a concern about a child, each other, and the manager. The nursery's recruitment procedures are detailed, with new staff members being well supported. Detailed risk assessments are in place to ensure that the premises are safe, secure and appropriately maintained. Staff pay careful attention to any dangers or risk or harm when children are playing. Regular training keeps the staff's awareness of legal requirements up to date. For example, they have learned about the 'Prevent' duty, female genital mutilation and county lines.

What does the setting need to do to improve?

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

- monitor and give feedback on how staff address children, to maintain consistency and promote children's communication and language skills to the highest level
- review staff's deeper understanding and expectations of children's physical development, to provide the correct balance of resources for developing the small muscles in younger children.

Setting details

Unique reference number	EY562919
Local authority	North Yorkshire
Inspection number	10136015
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 8
Total number of places	36
Number of children on roll	31
Name of registered person	Bolland, Heather
Registered person unique reference number	RP562918
Telephone number	07803801625
Date of previous inspection	5 December 2019

Information about this early years setting

Flutterby's Daycare registered in 2018 and is in Northallerton, North Yorkshire. The setting employs nine members of childcare staff. Of these, one has early years professional status, one has an appropriate childcare qualification at level 4, and five have level 3. The setting opens from Monday to Friday all year round. Sessions are from 6.30am until 6.30pm. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Wiseman

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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together and talked about the nursery's early years curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the manager.
- Children spoke to the inspector about their play.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.

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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