

Inspection of Butterfly Castle Day Nursery

Butterfly Castle Day Nursery, Kenilworth Drive, Ilkeston, Derbyshire DE7 4FJ

Inspection date:

27 July 2021

Overall effectiveness

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

Children are happy in this friendly nursery. They move around their rooms, choosing what they want to play with. Babies roll, crawl and learn to walk. Children ride bicycles in the garden. They know how to negotiate the obstacles skilfully. They climb and balance on the equipment and learn to use a bat and ball. Children behave well and cooperate with each other as they play. Older children decide who is going to be the goalkeeper as they play a game of football. Younger children learn to take turns as they place the blocks on top of one another to build towers. Babies build strong attachments with staff and often go for cuddles for comfort.

Children have a positive attitude towards their learning. Toddlers relish playing with the water, they splash and swirl the water around. Babies shake rattles and smile as they listen to the sounds. Older children use their imagination and pretend to fly rockets off to the moon. Some children become distracted from the activities the staff have planned for them. For example, staff plan an activity for the children to thread dried spaghetti through the holes of colanders. Some children are not able to do this. They pick up the spaghetti and walk around the room to join a member of staff reading a story.

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

- Leaders plan a curriculum that follows children's lead and takes into consideration their interests. However, the delivery of the curriculum for communication and language is not consistent throughout the nursery. Staff working with the two-year-old children do not encourage young children to speak. They do interact with the children and their play but often there are long periods of time where staff do not talk to the children. When staff do talk to the children they often ask too many questions and do not speak in sentences.
- Staff plan activities to enhance some children's learning, but do not focus on what all children need to learn next. For example, staff in the pre-school plan a focused activity for children to describe and recall events and characters in a popular story about a bear. They are asked to do this by drawing. This is clearly an activity that some children cannot do. They enjoy making marks but some children lose interest and move away.
- Leaders and staff identify children who may have additional needs. They work with a range of external agencies and professionals to ensure all children get the help and support they need. Staff have put together, with assistance from the local authority advisor, individual learning plans to help meet the needs of children with special educational needs and/or disabilities.
- Partnership with parents is strong. Suitable ways of communicating with parents have been put in place while dealing with the difficulties that the COVID-19 (coronavirus) pandemic presents. Staff regularly speak to parents at the door of

the nursery as they drop off or collect their children. Staff inform parents about their child's learning and how their day has been. Parents speak highly of the staff and the care and support they give their children.

- Staff support children to develop their independence from an early age. Children learn to wash their hands as they prepare to enjoy home-cooked meals, which include a range of fruit and vegetables. Younger children learn to feed themselves and older children learn to use cutlery. Older children decide whether they want to play inside or outdoors and all children move around their surroundings at ease.
- Staff are good role models for behaviour. They remind children of the boundaries that keep them safe. For example, not running inside. Children receive frequent praise and develop good levels of confidence and self-esteem.
- Leaders have made changes to the outside area since registration. For example, they have introduced an area where children can use a variety of materials to encourage them to write. Older children are beginning to identify and write letters and numbers. This helps with their future learning and readiness for school.
- Leaders find out from parents when they first arrive at the nursery the experiences the children have at home. They plan opportunities to extend these experiences in the nursery. For example, all children have the opportunity to mix with other children to enhance their social skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff undertake relevant training that helps to extend their knowledge of how to protect children's welfare. Staff know about the signs that could indicate a child may be at risk of harm and how to report a concern. They are aware of the procedures to follow in the event of any allegations. All staff hold paediatric first-aid certificates. Leaders follow a robust recruitment procedure to ensure all staff are suitable to care for children. Any identified risks in the environment are removed or minimised to help keep children safe.

What does the setting need to do to improve?

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

	Due date
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ensure assessment is strong enough to identify children's current stage of development and use this information to plan and deliver appropriate opportunities, which build on what each child already knows and can do	04/10/2021
identify and implement ways to develop children's speaking skills for the children in the two-year-old room in order to enhance their communication and language.	04/10/2021

Setting details

Unique reference number	2516110
Local authority	Derbyshire
Inspection number	10191784
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 at time of inspection	0 to 11
Total number of places	86
Number of children on roll	148
Name of registered person	Holland, Emma
Registered person unique reference number	2516109
Telephone number	0115 8370850
Date of previous inspection	Not applicable

Information about this early years setting

Butterfly Castle Day Nursery registered in 2019. The nursery employs 13 members of childcare staff, all of whom, hold appropriate early years qualifications at level 2 and 3. One member of staff holds an early years professional status. The nursery opens from 7am until 6pm, Monday to Friday, all year round except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 evaluation of the provider.
- The inspector completed a learning walk of the leaders of the provision and discussed how they organise and implement their curriculum.
- The manager who is the owner and the inspector took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The inspector spoke with the manager, the deputy manager, the staff and the children at appropriate times throughout the inspection. She observed interactions between the staff and the children and considered the impact these have on children's learning.
- Parents spoke to the inspector on the telephone to inform the inspector of their views about the nursery.
- The leaders had a discussion with the inspector about staff training and how they evaluate their practice.
- The inspector reviewed relevant documentation and evidence of the suitability of the staff.

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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