

Inspection of Butterfly Day Nursery

27a Elizabeth Way, Cambridge, Cambridgeshire CB4 1DD

Inspection date:

20 September 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable. Some staff do not have the skills they need to help younger children make consistently good progress in their learning. At times, staff focus on domestic routines and miss rich opportunities to engage positively with younger children and babies. However, children settle well and have formed secure bonds with staff, who are very warm and caring towards them. Babies are nurtured well by staff. Children's behaviour is good. They show their understanding of the nursery rules and are beginning to learn how to manage their feelings.

Staff provide a welcoming and secure environment, where children feel safe. This helps them to develop good levels of confidence. Children manage their personal care very well. Older children competently dress themselves for outdoor play and staff guide them in learning how to use knives and forks at mealtimes. Staff understand the importance of helping children to be ready for school and help them to gain some of the key skills that support their future learning.

Generally, the activities reflect children's interests. Staff provide some appropriate challenges for children as they play, particularly in the pre-school room. As a result, older children concentrate on both adult-led and self-chosen activities.

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

- Younger children and babies do not benefit from a well-designed curriculum that builds securely on what they know, so that they experience consistently good learning opportunities. Some staff lack the experience to present the information to children in a way that offers the appropriate level of challenge, or to adapt their method accordingly.
- Overall, staff throughout the nursery work well with parents to find out children's interests from home. Parents are pleased with the nursery and they comment favourably on the good communication they have with staff. They say staff support them well to settle their children into the nursery. Although these partnerships with parents are good, staff have not found successful ways to involve all parents in their child's learning.
- Staff are well qualified. The newly appointed acting manager provides supervision to check staff's well-being and ensures that they have regular opportunities for training. However, professional development for some staff is not focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Staff have a sound knowledge of their key children. They understand what children enjoy and use their interests to plan some of the activities. Staff gather useful information from parents about their children when they first start at the

nursery. This helps them to tailor the settling-in process according to babies' and children's individual needs, when they first start.

- Staff promote children's good health and encourage them to be physically active. They enjoy lots of outdoor play in the fresh air. Children follow sensible hygiene routines and understand the importance of washing their hands before eating. Children in the pre-school room readily carry out simple tasks, such as tidying away their used cutlery and plate at lunchtime, ready for washing up.
- Babies relish moving their bodies and exploring what they can do, which helps them to develop their growing physical skills. Staff support them effectively as they begin to take their first steps, cheering and clapping to celebrate babies' achievements.
- Pre-school children have many opportunities to hear new words, which helps to enrich their vocabulary. They listen and join in to well-read stories. Staff encourage discussion about different insects, introducing words, such as scuttle, to describe how spiders move. Children know that herbivores eat plants as they talk about snails. They decide that they could not put their homes on their backs like snails, explaining, 'it would be too heavy and hurt our backs'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and safeguarding issues. They know the importance of acting swiftly to protect children and the procedures to follow. All staff complete safeguarding training to keep their knowledge up to date. The provider has revised the nursery's recruitment and vetting arrangements to ensure that it is rigorous, and that staff working with children are suitable for their role. The provider understands the importance of informing the appropriate agencies and Ofsted about staff who are found to be unsuitable. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

What does the setting need to do to improve?

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

	Due date
develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	28/02/2022

improve the monitoring of staff practice to develop their knowledge and understanding of how children learn, so that all children benefit from consistently good quality learning experiences.	28/02/2022
--	------------

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

- focus professional development plans on improving staff's teaching skills that helps them to support children in building on what they already know and can do
- find ways to enable a shared approach that encourages all parents to be part of their child's learning.

Setting details

Unique reference number	221567
Local authority	Cambridgeshire
Inspection number	10207333
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 3
Total number of places	52
Number of children on roll	25
Name of registered person	Chevli, Bernadette
Registered person unique reference number	RP511416
Telephone number	01223 353164
Date of previous inspection	6 July 2017

Information about this early years setting

Butterfly Day Nursery registered in 1989 and employs eight members of childcare staff. Of these, one has an appropriate early years qualification at level 2; four at level 3 and the manager has a level 5 qualification. The nursery opens Monday to Friday, from 8am until 6pm, all year, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Bright

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 acting manager and has taken that into account in their evaluation of the nursery.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The acting manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the acting manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021