

Inspection of Flutterbies Day Nursery - Tommies Childcare

50-52 Hen Lane, Holbrooks, Coventry CV6 4LB

Inspection date: 28 October 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

Children play in a stimulating environment and demonstrate high levels of concentration and involvement. Children and babies confidently explore and investigate different textures and practise their handling skills in a variety of ways. Due to the time of year, this includes their enjoyment of getting involved in activities using pumpkins.

Children behave well and play cooperatively. Older children talk confidently with staff and with their friends while they explore the resources that are available to them. Staff ensure that children's learning builds successfully on what they already know and can do. They work with parents to ensure that children with special educational needs and/or disabilities receive the additional support that they may need. Staff support children's communication and language development well. They encourage signing as a form of non-verbal communication while helping younger children to develop their speaking skills.

Children develop independence. This includes managing their own hygiene and personal needs. Staff support children in making independent, spontaneous decisions about their play. Children currently separate from their parents in the reception area because the nursery's COVID-19 risk assessment is that to minimise possible risks to health, parents do not enter the nursery each day. That said, special arrangements are made to address the emotional security of children new to the nursery through a planned settling-in period when parents sit with their child in the child's playroom. Children happily separate from their parents on arrival.

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

- There have been changes to the manager and the staff team during the past year. In order to maintain required staff-to-child ratios, bank staff who work for the company are supplementing the core group of key persons while recruitment continues. Procedures for recruitment, selection and induction are robust so that staff have the required skills to ensure the best outcomes for children.
- Staff initially obtain information from parents about their child's interests and about what the child knows and can do. They then continue to observe, assess and use parents' information to ensure that children are consistently challenged to reach the next stage in their learning. Children develop good skills that help them to be ready for the move on to the next stage in their education.
- Older children talk about their interests and share ideas with staff about their play. For example, they decide that they want to make different kinds of tea while playing in the water tray. They talk about the change to the colour of the water and how it began to smell when they added strawberry food colouring.
- Staff provide a wide range of sensory play experiences for babies and children

under two years. These are set out on the floor so that they are accessible to crawlers as well as walkers. The babies are interested when staff show them a pumpkin, flour and wooden spoons that are set out on a large tray. Staff show babies how to scoop some of the pumpkin flesh with a spoon, while also encouraging them to explore with their hands. Staff demonstrate how they can sprinkle flour through their fingers, and the babies mimic the staff. Some children take off their shoes and socks and staff encourage them to explore the different textures with their feet as well as their hands.

- Older children spontaneously use mathematical language while they play, and staff make some references to quantities while speaking with children. However, staff do not fully support children in counting, with one-to-one correspondence or understanding and comparing quantities.
- Staff are fully aware of children's different care, medical and dietary needs. Individual care plans are easily accessible in playrooms to all staff who care for a child. Children eat healthy meals and snacks.
- Young children show a keenness for making marks. However, in the two-year-olds' play area, staff provide only small pieces of paper on a low-level table for the children to make marks with chalks. Staff do not consider whether some young children have developed the control of large muscle movements that lead to the manipulative skills that help these children limit their movements to the size of the paper provided.
- Parents share positive views about the provision. They identify ways that they feel well-informed even though they do not currently enter the playrooms.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children being drawn into situations that put them at risk. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Required records are kept and policies and procedures are appropriately implemented.

What does the setting need to do to improve?

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

- extend staff's practice for linking the development of young children's large muscle movements with their developing fine motor skills and pencil control
- increase support for children as they develop an understanding of, and ability to compare, different quantities.

Setting details

Unique reference number	EY418306
Local authority	Coventry
Inspection number	10210224
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	0 to 4
Total number of places	58
Number of children on roll	69
Name of registered person	Tommies Childcare Ltd
Registered person unique reference number	RP900852
Telephone number	02476 638 700
Date of previous inspection	25 May 2017

Information about this early years setting

Flutterbies Day Nursery registered in 2010 and operates in Coventry. It is one of nine settings operated by Tommies Childcare Ltd. The nursery employs eight members of childcare staff, and all hold appropriate early years qualifications ranging from level 2 to level 6. The nursery is open from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

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 manager and has taken that into account in her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection. She also spoke with children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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