

Inspection of Butterflies Day Care Stafford Ltd

Victoria Park, Tenterbanks, Stafford, Staffordshire ST16 2QP

Inspection date: 20 October 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses across the whole of the setting mean that children are not safe and their care and learning needs are not met. Children in the baby room are not assigned a key person. This means that they do not benefit from having a named member of staff who can build a secure relationship with them. In addition to this, staff do not obtain information from parents in order to provide effectively for their individual needs. Children happily engage in self-chosen play from the well-resourced environment. However, the quality of education is poor. Staff do not have high enough expectations for children's learning and development. They identify significant gaps in learning for children with special educational needs and/or disabilities (SEND). However, children do not get the help they need to ensure these gaps are closed. This means that they make poor progress in all areas of learning.

Children generally behave well and play happily alongside each other. They are beginning to form friendships with each other. Children arrive happily, separating from their parents with confidence. They develop their independence. Young children learn to feed themselves, and older children confidently put their wellies and coats on ready for outdoor play.

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

- The quality of teaching is poor. Staff do not use information they gather from observations and assessments to plan individual learning opportunities for children. They are not always clear of the reasons why activities have been planned or understand what they want children to learn. This impacts negatively on children's development in all areas of learning.
- The nursery has been through a period of change recently and staff vacancies have impacted negatively on the manager's time to be able to complete supervisions of staff. This means that staff have not been provided with effective support and supervision to identify and act on weaknesses in their practice.
- There is not enough support for children with SEND. Staff do not ensure outside agencies are contacted at the earliest opportunity to ensure children with SEND receive the help they need. This means that staff do not support children to make the progress they are capable of. Children are not gaining the skills they need to support their future learning, including moving on to school.
- Risk assessments are ineffective. Children's safety and welfare are compromised because risks within the environment have not been identified and removed. Children are exposed to trailing wires in the pre-school room, and the storage of equipment in areas where children play poses dangers. In addition to this, fire doors are wedged open and automatic air fresheners are positioned within children's reach. This puts children at risk of harm.

- The key-person system is not effective. Some children do not have named key person to ensure every child's care is tailored to meet their individual needs. Staff do not have a sufficient knowledge and understanding of children's individual medical needs. This does not promote children's good health.
- Hygiene practices are poor. Cups and bottles available for children to drink from are dirty. Several handwashing areas do not have soap or hand drying facilities. This means children's good health is not promoted.
- Leaders and managers have failed to ensure the baby room has a member of staff in charge who is suitably qualified and experienced in working with under two's. This adversely impacts on the quality of care and education for the youngest children.
- Children of all ages experience regular outdoor play where they are able to develop their physical skills. Younger children enjoy climbing on the small climbing equipment while older children learn to negotiate space as they confidently ride around the garden on scooters and tricycles. Suitable meals and snacks are provided for most children that meet their dietary needs.
- Parents explain that their children are happy and enjoy the time they spend at nursery. They feel that the staff are friendly and approachable.
- Staff praise children's efforts and achievements to help them understand the rules of the setting. For example, older children know they must line up before going outside to play in the garden.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not provide a safe environment for children. They fail to identify several dangers in the nursery. This puts children at significant risk of harm. Leaders and managers do not ensure staff have a good enough understanding of the setting's safeguarding procedures. Staff do not understand the procedures to follow if an allegation is made against a member of staff. This means that staff are unable to protect children from potential harm. Managers ensure the setting is secure and only authorised persons can enter. Staff monitor sleeping children effectively. They supervise children well both indoors and outside.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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implement effective risk assessments to identify and remove all hazards to children's safety and welfare	12/11/2021
ensure all staff receive training to understand the safeguarding policy and the procedures they should follow should they have concerns about a member of staff's conduct	12/11/2021
provide staff with the necessary support, monitoring and coaching to help increase their knowledge and understanding of how young children learn, in order to raise the quality of teaching to at least a good level	12/11/2021
ensure children with SEND have effective plans in place to help them make the progress they are capable of	12/11/2021
ensure each child is allocated a key person so that their individual needs are met, and to build relationships with parents or carers	12/11/2021
ensure information is obtained from parents about children's individual health requirements before a child is admitted to the setting	12/11/2021
implement good hygiene practices with regard to handwashing facilities and the cleanliness of children's equipment, to promote children's good health	12/11/2021
ensure a suitably qualified and experienced member of staff is appointed to take charge of the baby room.	12/11/2021

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

	Due date
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ensure staff use information from observations and assessments of children to inform them about what children need to learn next.	12/12/2021
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Setting details

Unique reference number	2630340
Local authority	Staffordshire
Inspection number	10210587
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 4
Total number of places	61
Number of children on roll	49
Name of registered person	Butterflies Day Care Stafford Ltd
Registered person unique reference number	2630339
Telephone number	01785 299805
Date of previous inspection	Not applicable

Information about this early years setting

Butterflies Day Care Stafford Ltd registered in 2021. The nursery employs nine members of childcare staff, five of whom are qualified to level 3 or above. The nursery is open Monday to Friday from 8am to 5.30pm, all year round. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was carried out following the risk assessment process.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector met with managers and leaders. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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