

Inspection of Butterflies Day Care

1 High Street, West Cornforth, FERRYHILL, County Durham DL17 9HN

Inspection date: 24 February 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are happy and settled. They enjoy lovely relationships and have built strong bonds with the staff who care for them. Staff are calm, patient and kind. They praise and encourage children as they build with blocks and pretend to make cakes. This helps raise children's self-esteem. Staff have developed well-established daily routines to help children to know what to expect next. For example, older children are encouraged to self-register at the beginning of the day. This helps them to feel a sense of belonging. However, the manager compromises children's personal development and welfare. She does not carry out the required checks on all staff to help ensure their suitability to work with children.

Children's behaviour is good. Staff help children to effectively manage their own feelings and behaviour. For example, they support children to share and play together as they sort, match and count different colour, size and shaped buttons. Children learn about the world beyond their own. For example, they learn about different cultural events, such as Chinese New Year. Children learn about respect for similarities and differences between people. For example, staff and children discuss what they have in common as they paint self-portraits. Children also explore different cultures through favourite stories.

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

- The manager and staff work together well as a team. The manager supports staff's well-being through regular supervision sessions and staff meetings. However, her arrangements for recruitment are not robust enough to ensure children's safety. She has not followed all the necessary steps according to her recruitment policy. This includes obtaining up-to-date checks, such as Disclosure and Barring (DBS) service checks.
- Staff plan a range of interesting, exciting and challenging activities and experiences for children. They support children's growing communication and language skills well. Staff talk to children about what they do as they play with baby dolls and have a go at writing their names. Staff repeat back words and phrases to show children what they say is valued and understood.
- Staff encourage children to develop a love of books. They plan activities around favourite stories and characters. Children learn about the wider world. They enjoy trips to the local library and nature walks. Staff encourage children to concentrate and listen to the sounds around them.
- Staff plan a robust curriculum that provides strong support for children's physical development. Children develop their large muscles as they balance on beams in the enclosed garden. They grow in confidence as they take part in obstacle courses. Children kick and throw balls with staff in the local field and park.
- Children develop coordination as they recreate local landmarks with building

blocks. They fill and empty containers with sand and water and take part in threading activities. Children paint, stick and use peg boards to help develop their hand and finger muscles. This helps them as they learn to master new skills, such as tying shoelaces and early writing.

- Staff observe children to identify what they already know, understand and can do. They use this information and follow children's interests well, to help embed and extend their learning. However, staff do not always gather information about children's prior development in detail, to help them plan for children's learning from the start.
- Parents speak highly of the nursery and the manager and her staff. The manager and staff reflect well on the experiences for children and gather the views of parents. For example, they encourage parents to complete questionnaires and post suggestions in the nursery's 'comments box'. The manager and staff use this information to help plan continuous improvement.
- Staff understand the importance of working together with other professionals. They provide consistent support for all children, including those with special educational needs and/or disabilities. Staff use additional funding effectively to support children's communication and language skills. Support for children as they move to school is good. Staff invite school staff into the nursery to meet the children before they move. They accompany children on visits to their new school to help them settle.

Safeguarding

The arrangements for safeguarding are not effective.

Staff support children to keep themselves healthy. For example, they encourage them to wash their hands before mealtimes and to brush their teeth after they eat. Staff use play to remind children of how to keep themselves safe. For example, they pretend food in the play kitchen is too hot and not yet safe to eat. Staff have completed safeguarding training. They know what might give them cause for concern about a child in relation to child protection. However, children's safety is compromised. Children are not consistently supervised by staff whose suitability has been checked.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all vetting procedures have been followed, including Disclosure and Barring Service (DBS) checks for all staff	24/03/2022

ensure staff do not have unsupervised contact with children until a clear DBS check is received.	24/03/2022
--	------------

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

- strengthen information gathered from parents on entry to include more detail about children's prior learning.

Setting details

Unique reference number	EY480879
Local authority	Durham
Inspection number	10216865
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 8
Total number of places	24
Number of children on roll	23
Name of registered person	McManus, Emma Janet
Registered person unique reference number	RP510887
Telephone number	07825569753
Date of previous inspection	15 August 2016

Information about this early years setting

Butterflies Day Care registered in 2014. The nursery employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2. The nursery operates from 7.15am to 6pm, Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager discussed with the inspector how the nursery organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She spoke to parents to gather their views on the nursery and took into account the written views of others.

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 2022