

Inspection of Butterflys Day Nursery

Cross Hill, Hemsworth, Pontefract, West Yorkshire WF9 4LQ

Inspection date: 29 April 2022

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 arrive at this inclusive nursery excited for the day ahead. Children have close relationships with the adults that care for them. These connections make children feel safe and secure. For example, children with special educational needs and/or disabilities enjoy cuddles and gentle interactions with their key person. Managers and staff have high expectations for all children. They understand children's starting points, monitor their progress and can identify gaps in learning. They use this information to plan future learning experiences for each child.

Children behave well and show kindness to their friends. For example, two-year-old children enjoy sharing the toys in the water tray. They giggle and smile at one another as they pour and fill the cups with water. They manage their emotions and demonstrate that they can take turns and share resources. Managers have a clear ambition for what they want the children to learn. Staff at all levels understand this ambition. As a result of this shared ethos, children make good progress.

Managers have made changes to how the setting operates because of the COVID-19 pandemic. Children are now dropped off at the door when they arrive at nursery. Staff say that this has helped children to settle into nursery faster. Parents are happy with this system and say that they know the staff well. Parents continue to receive daily updates at the end of the day. Parents know what their children are learning and enjoying at nursery.

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

- Children benefit from high-quality interactions with staff, who know them well. For example, pre-school children are supported by a member of staff to create glue pictures. The staff member role models how to use the glue spreaders. She commentates on what she is doing as she demonstrates. She supports children who are struggling to use the tool appropriately and provides lots of praise and encouragement. The children are proud of their unique creations.
- There is a strong focus on supporting children's communication and language skills at the nursery. This includes children who speak English as an additional language. For example, staff promote children's home languages, using familiar words with each child that have been provided by parents as part of the settling-in process.
- Children do not always engage effectively with the large-group activities planned by staff. As a result, staff do not consistently build on what children already know and can do during these activities. For example, all children join in with the carpet time day of the week activity. However, for some children, this is beyond their developmental level, which leads to some children becoming disengaged with the activity.

- The outdoor environment offers lots of opportunities for risk and challenge. For example, children show confidence when trying to climb the ladders on the slide and resilience when things become challenging. Staff are on hand to provide support to children where required.
- Staff promote being healthy by encouraging children to make healthy choices. For example, children are given the choice between home-made cake or a whole piece of fruit at lunchtime. Many of the children choose a healthy piece of fruit. They describe the fruit as 'yummy' and 'tasty'.
- Staff create 'family books' for the children. These books celebrate the children's home lives and cultures. Children can access these books independently on low-level shelves. The books form part of their transitions through nursery and grow alongside the children. For example, babies enjoy pointing and smiling at the pictures of their family members. Older children are proud of their books and enjoy sharing this experience with friends.
- Managers value staff well-being. For example, staff are confident to raise any issues with management and request training to improve their practice. Managers have reduced staff workload in relation to ongoing assessments of the children. Staff feel supported in their roles and are happy to come to work.
- Managers have spent additional funding on resources that support all children. For example, new books and story props support children's speech and language development. However, managers have not fully considered the specific needs of each child, to ensure funding has the maximum impact on the individual child's progress and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very clear about their role in protecting children. They demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. Staff are fully aware of the action to take if they have concerns relating to the conduct of adults in the setting. The premises are secure. Staff are well deployed, and they supervise children well. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Risk assessments keep children safe from harm and protect them from potential hazards. All staff hold paediatric first-aid certificates.

What does the setting need to do to improve?

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

- support staff to use their knowledge of what children know and can do to consistently provide appropriate challenge for all children, especially during large-group activities
- ensure funding for disadvantaged children is used consistently and directly

benefits the individual child.

Setting details

Unique reference number	EY346645
Local authority	Wakefield
Inspection number	10229340
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 4
Total number of places	78
Number of children on roll	45
Name of registered person	Butterflys Day Nursery (Hemsworth) Limited
Registered person unique reference number	RP909723
Telephone number	01977 619000
Date of previous inspection	25 October 2016

Information about this early years setting

Butterflys Day Nursery registered in 2007 and is located in Pontefract. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens on Monday to Friday for 51 weeks of the year. 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
Clare Bligh

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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