

Inspection of Butterfly Day Nursery

27a Elizabeth Way, Cambridge, Cambridgeshire CB4 1DD

Inspection date: 11 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this friendly nursery. They show that they feel safe and secure. Transitions into nursery, between rooms and on to school are well managed. Babies develop close secure relationships with their key person. They seek reassurance and comfort from staff when necessary. Children of all ages increase their confidence as they play and explore. Babies have ample space to practise their early walking skills with the supportive staff. Toddlers are eager to revisit skills they have mastered, such as going up and down the staircase in their base room. Staff continually monitor the environment and make changes to meet the needs of the children. For example, during very hot weather they offer a range of water play activities. Babies and toddlers are eager to explore the water with their hands and feet. Pre-school children delight as they move under the jets of water coming from the water sprinkler. Staff keep children safe and ensure that they are well supervised.

When some children struggle to regulate their emotions, staff talk to them in a calm manner. Children are gently reminded about the need to share and take turns with popular items. Staff praise children often and recognise their efforts and achievements.

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

- Since the last inspection, leaders and managers, with support from the local authority, have worked hard to make effective changes. Staff now have more regular supervision meetings. Staff practice is more closely monitored, and they receive regular feedback about their performance and reflect on their own practice. Staff comment that they feel well supported and their well-being is given high priority. Training is identified and used to further develop and enhance staff practice. For example, staff in the baby room have attended specific training to enhance their understanding and skills. This helps to ensure that staff continually meet the differing children's needs.
- Staff gather relevant information from parents about their children when they first start at nursery. This includes children's home routines, which staff aim to follow as closely as possible, to ensure continuity in care.
- Partnerships with parents are strong. Parents speak very positively about the nursery and staff. They comment on the support provided and the progress their children have made since attending. Parents say that they recommend the nursery to others.
- All staff help children, including those who speak English as an additional language, to build on their communication skills. Staff sing rhymes and action songs to babies, who move their bodies to the rhythm. Toddlers have ample time to think and respond to the questions staff ask. Staff support children to

extend their vocabulary. For example, as pre-school children create pretend ice creams, children gain an understanding of new words such as 'light', 'heavy', 'delicate' and 'ripple'. Staff work closely with other professionals, when necessary, to further support children's speech. As a result, children's speech and language skills are developing well.

- The acting manager and staff know the children well. They know their individual needs and backgrounds. They ensure the available resources in the rooms meet children's needs and now incorporate children's likes and current interests into activities. However, due to this focus on ensuring the curriculum covers children's interests, there has been less support for staff to help them understand how to sequence what children need to learn next.
- Children listen to staff and are familiar with daily routines. However, they are not always given notice of when activities need to change. This means that children's play and learning are sometimes interrupted, and they are not able to finish their chosen activities to their satisfaction.
- Children enjoy a range of healthy and nutritious meals that are freshly prepared on site. Staff work closely with parents to meet children's individual dietary requirements. Children develop their independence as they place their plates and cutlery into bowls when they have finished eating. They clean their face afterwards, looking in a mirror to check what they have done.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements suitable procedures to ensure the safe recruitment of staff. New staff receive a robust induction. All staff, including very new staff to the nursery, have a good awareness of their safeguarding responsibilities and understand their duty to keep children safe and protected from harm. Staff receive regular training in child protection to ensure that they recognise the signs and symptoms of abuse and neglect. Staff can confidently discuss safeguarding and whistle-blowing procedures. This includes the action they must take if they are concerned about the conduct of the management team or another member of staff.

What does the setting need to do to improve?

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

- focus support and coaching for staff on helping them to fully understand how activities can be tailored to help all children, including those with special educational needs and/or disabilities, make as much progress as possible
- ensure staff minimise disruption to children's engagement in activities and give children the time to complete activities to their own satisfaction.

Setting details

Unique reference number	221567
Local authority	Cambridgeshire
Inspection number	10209977
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	52
Number of children on roll	34
Name of registered person	Chevli, Bernadette
Registered person unique reference number	RP511416
Telephone number	01223 353164
Date of previous inspection	20 September 2021

Information about this early years setting

Butterfly Day Nursery registered in 1989 and is located in Cambridge. It employs eight members of childcare staff and a cook. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who 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

Karen Harris

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting manager and the inspector completed a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Joint observations were carried out with the acting manager and the inspector.
- Parents provided the inspector with oral and written feedback.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- 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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