

Inspection of Butterflies Day Care

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

Inspection date: 18 July 2022

| Overall effectiveness | Inadequate |
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| The quality of education | Inadequate |
| Behaviour and attitudes | Inadequate |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Inadequate |

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management mean that children's safety is not assured. Not all staff have a secure knowledge of child protection issues. The quality of education is not consistent across the nursery. Babies and toddlers do not receive the same quality of education as the older children. Although staff in the baby room observe and plan for individual children's learning, they do not always implement this well enough to ensure their steady progress. As a result, the curriculum intent for some babies and toddlers is not clear or ambitious. Not all staff understand how to support babies' emerging communication skills. For example, they do not always position themselves so that babies can see their face, provide commentary or repeat words. This does not help young children to learn to talk.

That said, older children have positive attitudes to learning and are well prepared for the next stage in their learning and development. Staff support children's language more effectively, for example by asking them questions and providing time for them to think about the answer. Children also use good levels of language to talk about what they know. They delight in working together to fill the paddling pool with water in the outside area. They are proud and keen to show the models they have created from recyclable materials, and their colourful fruit drawings. Children enjoy joining in and take turns playing a listening game with their friends.

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

- The manager and staff have failed to identify key weaknesses in safeguarding practices. Not all staff are able to recognise and act on different signs and symptoms of abuse. This includes the procedures to follow if an allegation is made against a member of staff. Although all staff complete safeguarding training, the manager does not monitor closely enough to check if there are gaps in their knowledge and tackle these promptly. The manager has not considered the potential risk to children when staff carry their personal mobile phone during outings with children. These breaches compromise children's safety and welfare.
- Staff working with babies and toddlers do not have a good enough knowledge of child development to plan a curriculum that meets children's individual needs. Although, staff deploy themselves well enough to supervise children, they do not engage in high-quality interaction. They are not clear about ways to promote young children's learning and development, including communication and language skills.
- The manager is keen to make improvements across all areas of the nursery. She has ensured that appropriate vetting procedures are in place to check the suitability of all staff. Some arrangements to monitor the quality of teaching are

in place. However, these are not effective to swiftly identify weaknesses evident in some areas of the curriculum. Consequently, targeted support to close the gaps for some of the youngest children is not securely embedded in practice.

- Overall, children behave well. They are keen to learn and play cooperatively with their peers. Staff support older children to learn about behavioural expectations and the impact of their behaviours on themselves and others. This helps them to learn how to socialise well and develop good friendships with their peers.
- Older children develop some literacy skills. They also develop an enjoyment in mark making and understand that print has meaning. For example, they know to write their own name on their drawings so everyone will know who has drawn it. They have opportunities to access books and hear stories being read to them. However, staff do not consistently weave story and singing time into babies' and toddlers' play routines. This hinders the progress that children make in this area of learning.
- Staff help older children to develop their mathematical knowledge and understanding. For instance, staff model mathematical language, such as 'more' and 'less'. Some older children can look at a group of objects and realise how many there are without counting. Staff offer children frequent praise and encouragement for their efforts.
- Children are provided with healthy snacks and enjoy the fruit and cheese they are offered. Older children are encouraged to brush their teeth after their lunch. This helps to promote children's oral health.
- Most children arrive happily and separate well from parents. Staff regularly talk to parents to exchange information about children's achievements. Parents report that they are happy with the care their children receive.
- The provider, who is also the manager, has failed to notify Ofsted within the required timescale that her surname has changed. Although there is no impact on children's safety, this demonstrates a lack of knowledge of the early years foundation requirements.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff, including the manager, are unclear about their roles and responsibilities in safeguarding children. They do not have a secure understanding of the correct procedures to follow should an allegation be made against a member of staff. Some staff are unable to identify the indicators that may mean a child is at significant risk of harm. Additionally, they do not know what action to take should concerns arise about the conduct of a colleague. Staff know that they should share any concerns they have about a child's welfare, but they do not know how to escalate their concerns outside of the setting. The manager has failed to recognise the potential risk to children's safety with regard to staff using their own mobile phones while on outings with children.

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 |
|---|-----------------|
| take quick and effective action to ensure staff understand the setting's safeguarding procedures, including having up-to-date knowledge of safeguarding issues and of how to respond to any child protection concerns | 01/08/2022 |
| ensure correct procedures are followed in the event of an allegation being made against a member of staff | 01/08/2022 |
| ensure that children's safety is not compromised, specifically in relation to the use of mobile phones during outings | 01/08/2022 |
| improve staff supervision to focus sufficiently on all aspects of safeguarding children, to help address weaknesses in practice and to provide relevant support, coaching and training | 01/08/2022 |
| review the curriculum for babies and toddlers, both indoors and outdoors, so that it is ambitious and clearly identifies what children intend to learn, specifically regarding speaking skills | 01/08/2022 |
| strengthen systems to monitor and evaluate the curriculum to swiftly identify weaknesses in practice and raise the quality of education. | 01/08/2022 |

Setting details

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| Unique reference number | EY480879 |
| Local authority | Durham |
| Inspection number | 10233236 |
| 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 | 24 February 2022 |

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 holds an early years qualification 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

Janet Fairhurst

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and reviewed parental questionnaires during the inspection and took account of their views.

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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