

Inspection of Butterfly Blue Day Nursery

Former Garrison Theatre, Richmond Road, COLCHESTER, Essex CO2 7FJ

Inspection date: 20 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

GoodGood

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised because of significant weaknesses in the leadership and management. Inconsistencies in staff's safeguarding knowledge put children at risk. On the day of inspection, the staffing ratios were met. However, a review of documents and feedback from staff indicates that this is not always the case and, as a result, children's needs are not met consistently.

The provider does not make sure that children are consistently supported by familiar adults who know them well. Due to understaffing, the provider moves staff into different rooms to meet qualification requirements. They also use staff from their other nurseries and agency staff who do not know the children. When some children are upset and struggle to settle, staff are unable to offer effective support or comfort them. This has a significant impact on children's emotional well-being.

Children do not benefit from meaningful learning opportunities. This is because planning is around themes and not focused on children's individual development needs. Children, including those with special educational needs and/or disabilities (SEND), are not supported effectively. This is because staff do not know how to meet their individual needs. Despite the lack of challenge and inadequate planning of activities, children have fun playing with their friends. For example, they enjoy finding the different coloured balls in the water tray and digging in the sand pit.

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

- The provider does not make sure that staff have an adequate knowledge of safeguarding. This means children's welfare is not assured.
- The organisation of the environment does not meet children's needs effectively. The provider does not make sure that children have enough space outdoors to play and move about safely. This hinders their learning and restricts their play opportunities. At times, there are not always enough staff present to work with children. As a result, children's well-being and learning are compromised.
- The provider does not have a good knowledge of the curriculum or what children should be learning. This means staff do not understand what the purpose is of some of the activities, so that they can support children. Some staff are unclear about what children need to learn next. Planning is not tailored to each child to ensure it captures their individual learning needs and provides sufficiently challenging activities. Children do not make good progress in their learning. They often wander around and do not remain engaged at any activity because staff do not support their individual learning needs.
- Staff are not always familiar with children, each other and the routines. They do not always work together effectively to manage these routines. For example, children wait for extended periods of time for their lunch while staff organise

and share out the food. As result, children become loud and restless because their needs are not met.

- The key-person system is not effective. Frequent staff changes and lack of adequate deployment has an impact on children's ability to form strong trusting bonds with a familiar adult. Some children do not have a key person and others spend reduced time with their key person. As a result, children do not receive the care and education to which they are entitled.
- Children with SEND are not supported effectively. The special educational needs coordinator (SENCo) does not take timely action to help children get the support they need from outside agencies. When staff report their concerns about children's learning and development to the SENCo, these concerns are not acted upon. As a result, children with SEND do not receive the precise support they need to ensure their individual needs are met.
- The current induction process for new staff is weak. For example, the provider does not ensure that all staff have read the policies and procedures before working with children. In addition, staff from their other nurseries do not receive any support or guidance when they arrive to become familiar with the routines and procedures. For example, they do not know the fire evacuation procedure or the designated member of staff responsible for safeguarding. This means some staff do not understand their role and responsibilities and this compromises the safety and well-being of children.
- The provider has not ensured that staff receive effective supervision opportunities. Staff do not receive coaching and support to help identify and address weaknesses in practice and improve their personal effectiveness.
- Parents say that communication from the nursery is poor. They advise they are not informed about frequent changes to staffing and do not know who their children's key person is. Parents say they do not receive regular information about their children's learning or how they can support this at home. In addition, some parents comment that their children's personal care needs are not consistently met.
- Children enjoy varied, nutritionally balanced meals that are adapted to meet their individual dietary needs. Staff support children's independence well at mealtimes. They encourage children to feed themselves and older children serve their own food.
- The newly appointed manager has evaluated the nursery. She has identified some of the weaknesses and has a development plan in place to address the issues and make improvements.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a thorough safeguarding knowledge. For example, some staff do not understand the correct procedure to follow should they have concerns about adults working with children. In addition, not all staff have knowledge about wider safeguarding issues, such as the 'Prevent' duty. Some staff do have the core knowledge and understanding of their

responsibilities to keep children safe. The manager demonstrates a sound knowledge of child protection issues. Sound procedures are in place to ensure staff are suitable at the point of recruitment. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

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
train all staff to understand the nursery's safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues	21/07/2022
take immediate steps to ensure all staff working at the nursery receive induction training, including information about their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection and health and safety issues	21/07/2022
improve the deployment of staff to make certain that children remain healthy, safe and secure, and are supported by adults who know their individual needs	21/07/2022
ensure staffing arrangements meet the needs of all children	21/07/2022
provide all staff with effective supervision that supports them to continually improve their personal effectiveness	21/07/2022
ensure each child is allocated a key person who tailors the care and learning to meet children's individual needs	21/07/2022
ensure that parents are well informed about changes to their child's key person and are kept up to date with their children's learning and development	21/07/2022

ensure clear arrangements are in place to support children with special educational needs and/or disabilities to help them make the best possible progress	21/07/2022
improve the quality of teaching and provide a range of interesting and stimulating activities that meets individual children's learning needs and focuses on what they need to learn next to secure their good progress	21/07/2022
obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to plan learning experiences that are tailored to meet each child's needs.	21/07/2022

Setting details

Unique reference number	EY455971
Local authority	Essex
Inspection number	10245401
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 5
Total number of places	120
Number of children on roll	143
Name of registered person	Butterfly Blue Day Nurseries Limited
Registered person unique reference number	RP908966
Telephone number	01206 764191
Date of previous inspection	31 May 201831 May 2018

Information about this early years setting

Butterfly Blue Day Nursery registered in 2012. The nursery employs 27 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Marisa White
Marianne Brown

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors looked at all areas of the nursery and discussed the early years curriculum with staff.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during outside play.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors 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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