

Inspection of Butterflies Day Nursery

46 Colders Lane, Meltham, Holmfirth HD9 5JJ

Inspection date:

22 September 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's learning and development are not successfully promoted. This is because children are not stimulated or engaged in the activities on offer. The activities are mundane and too adult-led, and the children often wander around the setting and become restless. Staff do not recognise how their own actions make children's behaviour worse. For example, they take toys from children as a way of managing their behaviour. These actions further distress children. Staff are not sensitive to children's needs or the reasons for their behaviour.

Significant weaknesses in safeguarding practice impact on children's safety and well-being. Key persons do not gather accurate up-to-date information about children to enable them to have a clear picture of a child's home life and complex needs. Despite this, children welcome each other into the setting and remember the names of children who have only recently started at the setting. Children are starting to build relationships with each other.

Children are supported to follow the nursery routine. Children with limited communication skills learn what is coming next through the language staff use. For example, staff use simple language, such as 'now' and 'next', to prepare children for what is happening throughout the day. However, children are expected to move from one activity to another too quickly and regularly. This further dampens children's positive attitude to learning.

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

- Leaders have failed to make improvements to provide children with a safe and stimulating environment. Learning opportunities do not take account of children's individual needs. Staff are not sensitive to children's needs or their stage of development. They often escalate children's behaviour by interrupting their play on the rare occasions when children do become interested in a task.
- The curriculum for children is poorly organised. Those responsible for leading children's learning do not use assessment effectively to plan activities. This does not support them to plan for what they want children to learn next. Too often, activities are focused on tasks that staff want children to complete for displays or topics. They do not build on what children already know and can do. As a result, children are not making the good progress that they should.
- Staff often dictate how children engage in activities and tasks. They do not allow children to think for themselves or express their own ideas. This limits how well children develop their imagination and critical thinking skills. However, staff do use a range of mathematical language, such as naming colours, counting and using positional language. This is helping children to learn some mathematical skills.

- Staff do not understand the key skills children need to enable them to move on to the next stage in learning. For example, they are unable to explain some of the important social skills that greatly benefit children when preparing for school. Children are not well prepared for this next stage in their development.
- Staff have attempted to implement some new initiatives to develop children's independence. However, this is not well thought out and children are sometimes unable to do these tasks by themselves. For example, bowls for children to scrape away food after lunch are too far out of their reach. Children then disengage in these attempts, which limits their independence skills.
- Parents describe that they are happy with how the setting cares for their child. Parents say that their children tell them about what they have been doing during the day and that they have made new friends. They say that staff also tell them about what their child is learning at the nursery.
- The provider has made improvements to their systems for providing coaching and training for staff. Regular opportunities are now available for staff to discuss their own strengths and areas for development. This is supporting them to identify how individual staff members can support each other with their different skill sets.
- The provider has a clear and ambitious vision for the setting. They acknowledge the challenges they face in making improvements and are committed to seeking support to enable them to increase the skills across their team of staff.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has taken steps to ensure that staff have developed their knowledge of the signs that a child may be suffering from harm. However, accurate records are not kept to monitor these concerns. In addition, information about outside agencies who may be working with families is not actively sought or kept up to date. This results in a delay in sharing concerns about children. Therefore, children do not receive swift support when they need it. This compromises the safety and welfare of children. The provider has taken steps to ensure that recruitment and vetting checks are completed for all staff. This includes ensuring that enhanced Disclosure and Barring Service checks are obtained for all staff working with children. This helps to ensure that those caring for children are suitable to do so.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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develop a greater understanding of current child protection legislation, including the government's statutory guidance 'Working Together to Safeguard Children', and gather accurate information about outside agencies who may be involved with children in your care	07/10/2022
ensure accurate and up-to-date information is recorded and appropriately shared with regard to any concerns about children's safety and welfare.	07/10/2022

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

	Due date
ensure that staff are sufficiently skilled to manage children's behaviour in a way that is sensitive to children's individual needs	21/10/2022
use what you know about children through assessments to ensure that activities are suitably challenging and stimulating for all children	21/10/2022
provide a wide range of activities and experiences for all children to enable them to think for themselves and come up with new ideas	21/10/2022
ensure all staff understand how young children learn so that they are able to plan learning that supports children to develop their independence and prepares them for the next stage in their learning and development.	21/10/2022

Setting details

Unique reference number	EY547762
Local authority	Kirklees
Inspection number	10240000
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	2 to 3
Total number of places	42
Number of children on roll	3
Name of registered person	Childstar Limited
Registered person unique reference number	RP547761
Telephone number	01484854844
Date of previous inspection	1 April 2022

Information about this early years setting

Butterflies Day Nursery registered in 2017 and is located in Meltham. The nursery employs two members of childcare staff. The manager holds a relevant level 3 qualification. The nursery opens Monday to Friday, all year round, excluding bank holidays and a week at Christmas. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Hill

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 manager completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with children and staff during the inspection and took account of their views.
- The inspector spoke with parents during the inspection.

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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