

Inspection of Butterfly Nursery

Hove Polyclinic, Nevill Avenue, HOVE, East Sussex BN3 7HY

Inspection date: 5 December 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff create a warm and welcoming environment. Children settle well and often seek staff out for comfort. Children are able to access their environment independently and with confidence. Environments are well thought out, both indoors and outdoors. For example, in the baby room, activities are provided at different heights. This helps promote physical development in young children who are learning to walk.

Children and staff are eager to engage with the well-planned, outdoor environment. They access this in all weathers with a positive attitude, while engaging with the natural world. Both staff and children wear puddle suits to enjoy puddle jumping in the rain and digging in the mud pit. Children also explore the nature garden, hunting for bugs and exploring the flowers they have planted. Management have ensured there are under-cover areas for children to access in all weathers. There is also a separate area for younger children to use at busier times. This enables them to safely explore the outdoor environment.

Children demonstrate good attitudes and behaviour. They are eager to share, and work well together when completing the same task. Children show resilience. For example, when working together to build a tower of bricks, they continue to rebuild again even when the tower falls over.

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

- Partnership with parents is strong. They provide positive feedback and confirm all staff communicate with them regularly. Parents make good use of a lending library of books and resources. This enables them to continue learning at home. The key-person approach is embedded well. Parents meet with them on a regular basis and work together on their child's next steps in learning.
- Management shows good reflective skills and act promptly to improve practice. Various extra interventions have been introduced. These help to support children's concentration and fine motor skills. This prepares them well for the next stage in their learning. Management supports staff well, giving plenty of opportunities for them to communicate. They ensure staff enhance their knowledge through regular additional training.
- Staff promote communication and language across all age groups. Children use sign language and visual cues with confidence. Staff model these throughout activities and have extensive training to support these well. Children enjoy listening to familiar stories and songs. Children begin to recognise their own name. This is evident as they find them with ease when they self-register.
- Staff tune in to what children already know and what they need to know next. They gather information before a child begins, allowing them to plan for their

care and learning needs well. Children engage well in the activities provided. However, on occasion, staff miss some learning opportunities in order to extend children's knowledge.

- Children access their environment independently, where staff follow their interests. However, sometimes, staff do not always recognise when children need more support to engage in their environment.
- Staff are good role models and communicate feelings well with the use of resource bags. These help children to identify how they feel, and then the resources provided help them to regulate that emotion, with staff support.
- Staff have good knowledge of children who need extra support in their learning. The special educational needs coordinator (SENCo) undertakes relevant training. They work well with other professionals and have a clear understanding of the interventions to put in place. They work with all staff to ensure children benefit from this extra support. All children make good progress in their learning.
- Staff gather information on children, allowing them to plan for their care and learning needs well. Staff have clear expectations of children, who show good attitudes and behaviour towards each other. For example, children work together to build a large tower. They also take turns when cutting peppers up to then paint with.
- Staff working in the baby room build strong attachments to the children. They fully understand their role as key persons, providing the attention and support babies need. For example, sleep routines are catered for well, as staff ensure babies' needs are met with comforters and individual sounds or music, enabling them to feel relaxed and safe.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a clear knowledge of safeguarding. All staff are trained in child protection and understand the correct procedures to follow should they have a concern. Staff have good opportunities to refresh their knowledge regularly and share any concerns they have for a child's welfare. All staff are qualified in paediatric first aid. This ensures children's safety is well catered for should an accident occur. Robust risk assessments are in place to ensure the environment is safe and suitable for children to access. Management follows safe recruitment procedures to ensure those that work with children are suitable to do so.

What does the setting need to do to improve?

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

- make better use of staff's knowledge of children's needs to allow all children to actively engage in their environment.

- support staff to recognise the learning opportunities that may arise when participating in activities.

Setting details

Unique reference number	EY298705
Local authority	Brighton and Hove
Inspection number	10234888
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	1 to 5
Total number of places	46
Number of children on roll	50
Name of registered person	Sussex Community NHS Foundation Trust
Registered person unique reference number	RP905489
Telephone number	01273 267558
Date of previous inspection	2 March 2017

Information about this early years setting

Butterfly Nursery registered in 2005. It is a work-based nursery managed by Sussex Community NHS Foundation Trust. The nursery is open each weekday, from 7am to 6pm, for 51 weeks of the year. They provide funded early education for children aged two, three, four and five years. The nursery employs 16 staff, 12 of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

James Sutton

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint observation during.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022