

Inspection of Butterflies Day Care

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

Inspection date:

11 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome on arrival. Children who are upset when their parents leave are reassured by caring staff and quickly settle. There is a lovely family feel to the nursery. All children start the day together before older children are taken to school. Younger children clearly enjoy spending time with their older friends. Children develop strong bonds with all staff. They receive praise and encouragement throughout the day. This helps to support their emotional security.

There have been clear improvements made to the quality of the nursery since the last inspection. There has been a focus on developing the learning environment indoors for the younger children. As a result, children can explore the many interesting resources available. However, staff do not carry out rigorous enough daily checks inside and in the outdoor area. As a result, children are exposed to some hazards as they play.

Children's learning needs are generally being met effectively. Younger children show considerable concentration as they spoon out flour and pour water onto it to make play dough. Older children go on a 'shape hunt'. They then develop their small-muscle skills as they try to draw shapes using chalk. However, there are times when children's learning is not as purposeful. Children become unsettled or get restless when they are kept waiting for too long or they cannot join in with an activity.

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

- The provider, who is also the manager, ensures that children are cared for in a secure environment. However, while staff carry out daily checks of the playrooms and the outdoor area, these are not monitored rigorously enough. Staff fail to note some large plastic trays propped up against the wall outdoors, which blow over in the wind. Additionally, buggies stored in a cupboard pose a risk of being pulled out by children. The floor area sometimes becomes cluttered with discarded toys. This reduces the space available for toddlers to explore safely. The manager recognises the potential hazards. She has taken prompt action to improve the risk assessment process. Furthermore, children are supervised effectively at all times.
- Staff have worked hard to develop the quality of education provided. They have welcomed support from their local authority advisers. Staff now have a clear understanding of how to support children's learning. They plan activities based on children's interests. Staff confidently explain what they intend for children to learn. This supports children to make progress from their starting points in learning.
- There is an appropriate emphasis on supporting children's speech and

communication. Staff introduce new vocabulary as children play. They repeat what children are trying to say clearly so that they can hear the correct pronunciation of words. Staff use skilful questioning to help children to develop their thinking skills.

- Daily routines do not consistently support children's learning and development. At lunchtime, children wait too long for their food. Although staff sing songs, some children find it hard to sit patiently. Similarly, when pre-school children come back inside, they take off their footwear and then sit on the wet floor while they wait for everyone to wash their hands. Younger children also become unsettled when they cannot go into one of the playrooms.
- Children generally behave well. They are praised when they share and take turns. Children also enjoy helping with tasks, such as cleaning the table after lunch. Staff support children to resolve minor conflicts very effectively. They understand the importance of helping children to become more independent. The youngest children are encouraged to make their own choices. Toddlers learn how to cut their own fruit. Older children manage to fasten their own shoes and coats. In the pre-school room, staff place a key focus on children being ready for school.
- Children benefit from healthy snacks and meals. They understand when they need to wash their hands. This promotes their health and well-being. Children go on walks in the community and play in the park. They have daily access to a small outdoor area. However, this is cluttered and provides limited opportunities for children's learning.
- Parents report that they are happy with the care and education provided. They receive feedback about their children's day when they pick them up. Staff give parents information and advice about toilet training and teeth cleaning, which is greatly appreciated. Parents of children with special educational needs and/or disabilities say that staff provide appropriate additional support.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend appropriate safeguarding training. They can describe the signs that may indicate a child is at risk of harm. This includes knowledge of neglect, physical abuse and county lines. Staff demonstrate an awareness of the 'Prevent' duty and can identify when they might be concerned that a child is being exposed to extremism or radicalisation. They know who to contact should they need to report any concerns. The nursery has an appropriate safeguarding policy, which includes information about what to do should an allegation be made against a member of staff. The manager has reviewed and amended their policy appropriately in relation to the use of mobile phones.

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
ensure that all staff understand their roles and responsibilities in relation to risk assessments to minimise children's exposure to potential hazards in the learning environment.	17/02/2023

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

- review daily routines, especially at times of transition, to help to reduce children's waiting times and provide more learning opportunities
- develop the outdoor provision to make better use of the space available so that children who prefer to learn outdoors have more opportunities to do so.

Setting details

Unique reference number	EY480879
Local authority	Durham
Inspection number	10250323
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 7
Total number of places	24
Number of children on roll	22
Name of registered person	Ward, Emma Janet
Registered person unique reference number	RP510887
Telephone number	07825569753
Date of previous inspection	18 July 2022

Information about this early years setting

Butterflies Day Care registered in 2014 and is located in County Durham. The nursery employs three members of childcare staff. Of these, two hold an appropriate early years qualification at level 3, and one holds an early years qualification at level 2. The nursery operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and two weeks at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and deputy manager completed a learning walk with the inspector of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector a sample of key documentation on request.

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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