

Inspection of Butterfly Day Nursery

Butterfly Day Nursery, 767 Chester Road, Birmingham, West Midlands B24 0BY

Inspection date: 24 January 2023

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	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. The premises are not secure enough to prevent unauthorised persons entering. Leaders do not recognise hazards in the environment, such as radiators that are too hot and a washing line in the outdoor playground next to where children play. The required staff-to-child ratios are not always maintained. Staff do not ensure that children's attendance is accurately recorded. This further compromises children's safety and welfare.

Children are not provided with activities and experiences that match their learning needs and interests. Staff have a weak knowledge and understanding of how to meet the individual needs of children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). Consequently, children do not make the progress they are capable of or develop a positive attitude towards learning.

Children are not supported to learn about good health and hygiene. For example, staff do not ensure that children wash their hands before snacks and meals. However, children enjoy the healthy snacks and meals, which are freshly prepared on site.

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

- There are considerable weaknesses in leadership and management that impact negatively on children's experiences within this nursery. Leaders do not ensure there is a named deputy in place who is capable and qualified to take charge in the manager's absence. Staff do not receive the support and training they need to fulfil their roles and responsibilities. Staff-to-child ratios are not maintained as required. Leaders do not ensure that all staff have a suitable knowledge of safeguarding or an understanding of the risk assessment process. Consequently, children's safety is not assured.
- Children's learning and development are significantly compromised. The curriculum lacks focus, purpose and ambition. It does not take account of children's learning needs and interests. Leaders do not monitor staff performance effectively. They fail to identify gaps in staff's knowledge and teaching practice. Leaders do not monitor children's progress, and therefore they do not identify gaps in children's learning. Consequently, plans are not in place to help children to catch up with their peers.
- Staff are not ambitious in their expectations about what children can achieve. In the pre-school room, staff provide some activities that children enjoy. However, as children play, staff do not extend their learning beyond what children already know and can do. For example, when children sing parts of a rhyme, staff say, 'well done', but do not join in to help them to learn more of the rhyme. Some

children are adept at building structures with magnetic shapes. Staff give them praise for their achievements, but they do not extend their learning to introduce mathematical concepts, such as shapes.

- Staff do not manage children's behaviour in an appropriate way. In the room for two-year-old children, story time takes place as children wait at the table for their lunch. Children become bored and disinterested, displaying unwanted behaviour, such as hitting each other. The story is further disrupted, as staff move children from table to table to try to manage the behaviour. This results in children who then become upset. This does not help children to develop a positive attitude towards their learning.
- Leaders have failed to ensure that children with SEND and those who speak EAL receive the support they need. As a result, these children do not receive timely intervention and targeted support to help them to make good progress from their starting points. Furthermore, when children with SEND demonstrate unwanted behaviour, students are placed to follow them around and prevent them from interacting with their peers.
- Leaders deploy a high level of students, apprentices, cover staff and agency workers. None of these staff are aware of what the children need to learn next. Additionally, due to staffing issues within the nursery, staff move from room to room. This means that children do not spend time with their key person. In the absence of key persons, staff are unaware of children's individual learning needs. In addition, this does not support children's emotional well-being. For example, some children find it hard to settle and form bonds with other children and adults and so spend long periods of time watching others, with little interaction.
- Staff in the baby room encourage children's communication skills well. They sing songs and provide narration as they interact with babies. Babies are provided with a range of opportunities to promote their curiosity and investigative skills. They discover that they can see their reflection in mirrors and can make various sounds as they bang a metal bowl.
- Some parents say their children do not make good progress, and others comment that their children have regressed in their learning and development. However, parents report that the staff are friendly.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a suitable knowledge and understanding of the signs and symptoms of abuse and neglect and where to refer any concerns they may have about a child in their care. This compromises children's safety. On the day of the inspection, the inspector was able to access the building without any checks being made. Furthermore, risk assessments are not implemented effectively to ensure the safety of the premises. This puts children at risk of harm. However, there are robust recruitment procedures in place to help to ensure that staff are suitable to work with children. Leaders ensure there is at least one person who has a current paediatric first-aid certificate on the premises and available at all times when

children are present. Fire exits are free of obstruction.

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
take all reasonable steps to prevent unauthorised persons entering the premises	03/02/2023
ensure that risk assessment is used effectively to identify and remove all potential hazards to children	03/02/2023
ensure that the deployment of staff is effective at all times in order to meet every child's needs and keep them safe, including making sure that the minimum staff-to-child ratios are maintained	03/02/2023
ensure a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is accurately maintained	03/02/2023
ensure that children with SEND are provided with tailored care that supports their emotional well-being, learning and development	03/02/2023
implement effective hygiene practices to prevent the spread of infection	03/02/2023
ensure there is a named deputy, who is capable and qualified to take charge in the manager's absence	03/02/2023
provide support, training and supervision for the manager and all staff, to ensure that they have appropriate knowledge, skills and understanding to fulfil their roles and responsibilities	03/02/2023

ensure that all staff receive safeguarding training so that they understand how to identify and respond to any child protection concerns they may have about a child in their care	03/02/2023
deploy staff appropriately to ensure children are provided with effective learning experiences and interactions	03/02/2023
implement an effective key-person system to ensure that children's individual needs are met at all times	03/02/2023
support staff to ensure they manage children's behaviour in an appropriate way.	03/02/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to provide every child with challenging and enjoyable activities that match their learning, interests and individual stage of development	03/02/2023
devise and implement a broad, well-sequenced educational programme that builds on what children already know and can do and supports them to make the progress they are capable of	03/02/2023
ensure staff consistently provide activities that are interesting, ambitious and stimulating so that children engage in purposeful play and are able to become motivated learners.	03/02/2023

Setting details

Unique reference number	EY498337
Local authority	Birmingham
Inspection number	10275231
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	1 to 3
Total number of places	52
Number of children on roll	40
Name of registered person	Butterfly Day Nursery (West Midlands) Ltd
Registered person unique reference number	RP900910
Telephone number	01213730897
Date of previous inspection	14 March 2018

Information about this early years setting

Butterfly Day Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, six staff hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 staff 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 manager, deputy and nominated individual were not available on the day of the inspection to carry out a learning walk, to enable the inspector to gather information about how the provision and curriculum are organised. Discussions took place with a member of the staff team.
- A member of the staff team carried out a joint observation with the inspector, to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, to assess the impact of this on children's learning.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector held a meeting with the finance officer and a member of staff and looked at relevant documentation and evidence of staff suitability.

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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