

# Inspection of Butterfly Barns Day Nursery

Butterfly Barns Day Nursery, 105 Old Heath Road, COLCHESTER, Essex CO1 2EX

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Inspection date: 11 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children explore the local community. They go for regular visits at the nature reserve where they find 'wiggly worms'. Children speak to local beekeepers about the importance of bees in the environment. They visit a local residential home, where they write letters and draw pictures for their 'friends'. Children enjoy speaking with the residents to learn about their life experiences, such as their previous jobs, and have enjoyed attending exercise classes with them. This has helped children to be inquisitive and empathetic towards others.

Children's views and opinions are well respected by staff. Staff hold 'committee meetings' with children to reflect on what they have enjoyed playing with, and what they would like to do next. Children comment they would like more play dough, so this is provided. They also say that they would like 'purple flowers'. Therefore, staff take the children to the local greengrocers to buy purple flowers. Children care for the plants and herbs they are growing and learn about their life cycles.

Children learn Makaton signs to develop their communication and language skills. These signs are shared with parents, who use signs such as 'more' and 'finished' at home. Children are seen signing 'please', 'thank you' and 'eat' throughout the day. 'Sing and sign' classes are taught throughout the week so children can learn new words and signs to develop their communication skills. This has enabled children learn to express themselves through a non-verbal method, providing an inclusive environment, particularly for children with additional needs.

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

- New children settle well. They form close bonds with their key person, who provides warm and positive interactions. Children are embraced in cuddles and sung to when having their milk, enjoying one-to-one time with their key person. Staff cuddle children and tell them they are 'smart, strong and loved', developing their self-esteem.
- Children are very excited to show the inspector that they have three pet snails called 'Africa', 'Fella' and 'Leila'. Children discuss what food they eat and how to care for them. They look at photos of how large the snails will get.
- Children's mathematical skills are developed well. They look for numbers, shapes and patterns on objects. During a painting activity, children learn that colours change when they are mixed together.
- Staff support children with getting ready for school. They work closely with teachers to discuss how they can support the transition. Staff have introduced physical education lessons at nursery, where children are supported with getting dressed.

- Children quickly become independent. They learn to cut up their fruit for snack and pour their drinks. Children wipe their faces and learn to zip up their coats. However, during lunchtime routines, they are encouraged to wait for everyone to finish before they can have their puddings. When children have finished their meals, they are left waiting and sometimes become distracted and unsettled.
- Staff have high expectations of children. For example, they teach children that glass is fragile. Staff follow children's interests and teach them about the use of 'dams' when asked.
- Children learn what makes them unique. They look at themselves in the mirror and draw self-portraits. Children discuss what similarities and differences they have with their peers and adults.
- Children learn to use technology. For example, they like taking photos in the garden of objects on the floor and of each other.
- Younger children share toys with one another. Older children use sand timers to encourage turn taking. Children also learn to solve their own problems. For example, when older children cannot get through a space in the garden on their bikes, a child moves objects out of the way. They put them back into place when the children have gone through.
- Parents say the nursery is a 'home-from-home' environment, where staff are 'happy, thoughtful and radiate kindness'. They have good communication with their child's key person with regard to what their children are learning.
- Staff comment that they feel supported by the passionate and approachable manager. They have regular meetings with the manager to discuss their well-being and any training opportunities they would like to access.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about how to keep children safe. Through regular training opportunities, staff know the signs and symptoms of abuse and how to report any concerns. Staff are aware of wider safeguarding concerns, including extremism, county lines and female genital mutilation. The nursery manager regularly reviews children's attendance and accidents at home to see if there are any emerging patterns and cause for concern. Staff know how to report any concerns they may have against a member of staff.

## What does the setting need to do to improve?

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

- review and improve the organisation of mealtime routines to reduce children's waiting times and ensure children's engagement is maintained.

## Setting details

<b>Unique reference number</b>	EY303073
<b>Local authority</b>	Essex
<b>Inspection number</b>	10265291
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Puddleducks Child Care Limited
<b>Registered person unique reference number</b>	RP521195
<b>Telephone number</b>	01206790174
<b>Date of previous inspection</b>	1 June 2017

## Information about this early years setting

Butterfly Barns Day Nursery registered in 2005 and is situated in Colchester, Essex. The nursery employs 14 members of childcare staff. Of these, 11 hold relevant early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Stef Montgomery

## 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 manager and the inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn, both indoors and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents to take account their views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and the suitability of staff members.

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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