

# Inspection of Butterflies Children's Day Nursery

St. Augustines Park, Hull Road, Hedon, Hull HU12 8QN

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Inspection date: 16 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders have created a curriculum that helps children to become confident, independent learners. The provider understands the impact that the COVID-19 pandemic has had on children's development. It has sensibly placed a firm focus on supporting children's personal, social and emotional development. The success of this approach shows clearly in children's increasing independence and good behaviour. Children are happy and very settled in their relationships with staff. This shows that they feel safe at the setting.

Children confidently engage in a wide range of activities that help them to make good progress in all areas of learning and development. Older children have fun as they search the classroom for various shapes. Encouraged by staff, they name the shapes and recognise similarities and differences. Babies boldly explore their interesting resources. They are motivated to try again when they find out how to make the balls light up. Children show positive attitudes to their learning.

Parents are, on the whole, very pleased with the care and education provided. They say their children's language has improved considerably since attending. They add that their children often sing their new songs all the way home. Parents are confident to raise concerns with staff or with Ofsted to support their children's needs.

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

- The provider ensures the smooth running of the nursery, even when key staff are absent. Children benefit from the continuity this provides. Several staff say they feel well supported in their personal lives as well as in their training and study. This supports their motivation and has a positive impact on all aspects of nursery life.
- Staff understand and follow the curriculum within each room. This supports children's learning in general terms effectively. Staff also know which children need more support with their emotions or with their language. However, some children's individual learning targets are not always clearly defined.
- The learning targets for children with special educational needs and/or disabilities (SEND) are clearly displayed for all staff. Staff consistently teach children with SEND the skills they need to learn or practise to catch up with their peers. Staff work closely with other agencies and services. Children with SEND make consistently good progress.
- Children are, generally, very well behaved. Skilled staff teach toddlers to be patient and take turns. Children wait to carefully add flour when the dough is a little sticky. They excitedly scatter herbs into the bowl for added interest. Older children say 'please' and 'thank you' to each other as they pass resources to

each other. Staff understand how children use behaviour to communicate their feelings. They deal with children's behaviour with great compassion and professionalism. However, there are times when specialist information or training could help them to support children even more.

- Staff create routines and expectations that help children to become very independent. The youngest children learn to feed themselves and wipe their faces after lunch. Older children learn to use cutlery very well. They use the toilet and wash their hands afterwards with minimal adult prompting. They are well prepared for life outside nursery, including their move on to school. Parents of older children confirm their children are well prepared for school.
- Children learn to enjoy being active outdoors. They have fun developing their strength and coordination as they climb, balance or ride the wheeled toys. Sometimes, they are thoughtful as they read a book or sweep the blossom and seeds. Children are reminded to have a 'big drink' of water to keep themselves hydrated after outdoor play.
- Children relish their home-cooked lunches and develop pleasant table manners. The nursery endeavours to meet children's dietary requirements. It also acknowledges when it has made mistakes. The nursery has recently reviewed its processes to ensure that children's safety is maintained at all times.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role in safeguarding children. They understand the signs that could suggest a child is at risk of harm outside the setting. Staff understand the everyday setbacks that many families experience. They also acknowledge how this sometimes impacts on children. Staff strive to develop positive relationships with parents. They want parents to feel able to come to them when they need support. Staff know how to secure support for children and their families at all levels. Children approach staff readily when they need extra care or comfort. This also promotes their safety as they know they will be listened to.

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

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

- be more precise about the knowledge and skills individual children need to acquire and practise so this can be more effectively shared with all staff and parents
- consider seeking out specialist behaviour training or guidance to provide even better support to children and their carers.

## Setting details

<b>Unique reference number</b>	EY379668
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10291163
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	77
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Butterflies Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP528408
<b>Telephone number</b>	01482 899699
<b>Date of previous inspection</b>	18 October 2019

## Information about this early years setting

Butterflies Children's Day Nursery registered in 2008. The nursery is owned and managed by a private provider. It employs 21 members of childcare staff. Of these, 16 hold early years qualifications at level 3 or above. The nursery opens all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Edmond

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum with staff.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager and senior staff.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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