

Inspection of Butterfly Day Nursery

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

Inspection date:

25 May 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

Babies, toddlers and children are settled and happy attending in general. Babies benefit from warm interactions and comfort from staff as required, and toddlers are supported to cooperate with daily routine tasks, such as toileting and sleeping. In pre-school, independence is well promoted, and these children swiftly learn to manage their own self-care with minimal staff support. As a result, throughout the nursery, children's care needs are well met.

That said, the new nursery curriculum is not yet embedded in practice. Staff know children well and make accurate assessments of what they know and can do, but they do not make the best use of this in practice. Therefore, they do not consistently plan and provide enjoyable and suitably challenging activities for all children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). Furthermore, teaching varies, so children do yet not benefit from a good balance of leading their own play and taking part in adult-guided play, which is responsive to their age, stage and emerging needs. This means all children do not progress as well as possible.

Despite this, staff do provide some resources and toys in the environment that children naturally gravitate towards. In the main, most babies and pre-school children readily make their own play choices and engage in some activities indoors and outside. For example, babies like playing with building blocks and engaging in simple stories and singing with key staff. Pre-school children like drawing and messy-play activities, such as water and play dough.

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

- Since the last inspection, leaders and managers have been working hard with the local authority early years team to improve. They support their staff and have accessed additional training. This has had a particularly positive impact on children's safety and welfare.
- Staff routinely identify children's key next steps and any areas of additional need. However, they do not utilise what is known about children, including those with SEND or EAL, to provide them with consistently interesting, stimulating and purposefully planned experiences. For example, toddler staff plan formal table-top activities related to shape and colour matching in favour of focusing on core areas of learning, such as speech and social skills. This does not help to promote and ensure all children's good progress.
- Teaching is variable throughout, especially in the toddler room, which means children's learning is not extended. For example, staff working with babies neglect to replenish resources related to key planned activities during the day,

meaning children cannot continue any intended learning. At times, toddler staff forget to utilise the new support strategies and struggle to keep toddlers fully engaged in the experiences available, so they easily become restless and bored. Pre-school staff are occasionally too supervisory and do not interact with their children well to fully extend their learning in a meaningful way.

- In response to the last inspection, leaders and managers have recently sent staff on new training related to managing behaviour. This has brought about some improvements. For example, toddlers are learning to follow routines with some visual support. Children in pre-school behave well. They are polite, and the new 'thumbs up' strategy, which helps them learn about right and wrong and expected behaviours, is working well.
- Children's physical well-being and good health is promoted. Staff ensure children are kept clean and dry throughout the day. Healthy snacks and meals are provided and pre-school children learn to self-serve their own portions at lunch. All children have access to outdoor play routinely. This has a positive impact on children's welfare.
- Leaders and managers are continually reflective and an action plan is in place to further improve. However, leaders and managers do not always reflect critically and closely enough on the quality of teaching in practice. Therefore, they are yet to fully support staff to further raise their knowledge of how children learn best and implement a consistent teaching approach in practice to help improve outcomes for all children.
- Parents are happy with the service and are complimentary about the nursery. However, there is room to provide parents, specifically those with children who have SEND or EAL, with further support to guide their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The environment is secure, clean and safe. Daily risk assessments are embedded. Staff-to-child ratios are met and maintained, and staff deploy themselves well in the environments. Recruitment is robust, and all those working at the nursery are suitably vetted. The majority of staff are well qualified, and managers offer an induction programme for all new staff. They ensure that within three months of starting at the nursery, new staff complete certain training, including paediatric first aid and safeguarding, which is kept up to date. All managers and staff are knowledgeable about child protection and their safeguarding responsibilities. They have experience of enacting their processes swiftly and diligently to protect children from harm.

What does the setting need to do to improve?

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

	Due date
make better use of what is known about children, including those with special educational needs and/or disabilities and those who speak English as an additional language, to provide them with consistently interesting, stimulating and purposefully planned experiences to promote good progress	30/09/2023
refine the curriculum so that children benefit from a balance of leading their own play and taking part in adult-guided play, which is responsive to their age, stage and emerging needs.	30/09/2023

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

- reflect more closely on the quality of teaching, and support staff further to raise their knowledge of how children learn best and implement a consistent teaching approach to improve outcomes for all children
- provide parents, specifically those with children with special educational needs and/or disabilities and children who speak English as an additional language, with further support to guide their children's learning at home.

Setting details

Unique reference number	EY498337
Local authority	Birmingham
Inspection number	10278170
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 4
Total number of places	52
Number of children on roll	34
Name of registered person	Butterfly Day Nursery (West Midlands) Ltd
Registered person unique reference number	RP900910
Telephone number	01213730897
Date of previous inspection	24 January 2023

Information about this early years setting

Butterfly Day Nursery registered in 2016. The nursery is located in Birmingham. The nursery employs 10 members of staff, of whom nine work directly with the children. Of these, eight hold appropriate early years qualifications at level 3. The nursery operates all year around. Sessions are available Monday to Friday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The acting manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed staff interactions with children and the quality of teaching throughout the inspection, including conducting a joint observation in the toddler room with the acting manager.
- The inspector spoke to staff and held a meeting with the leadership and management team.
- Parents shared their views about the quality of the nursery with the inspector.
- Relevant documentation was made available and reviewed on inspector 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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