

Inspection of Butterflies Day Nursery @ Bowerlane

East Bower Farmhouse, East Bower, Bridgwater, Somerset TA6 4TY

Inspection date: 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happily and settle quickly. They build strong attachments with staff, who are patient, kind and caring. Children behave well. They play cooperatively and take turns. For example, they line up to roll balls down a hill. Children are keen to learn. They beam with delight as staff provide paint and sponges for them to make marks on paper.

Staff value children's ideas and introduce new words to extend their vocabulary. For example, while making play dough, children say the salt feels like sand, and staff agree it feels 'gritty'. Children enjoy plenty of fresh air and exercise. They develop their physical skills as they ride tricycles, balance on tyres and run around in the garden. Children enjoy trips to the allotment, where they plant fruit and vegetables to help them learn about the natural world.

All children make good progress from their starting points and are well prepared for the next steps in their education, including school. They take responsibility for small tasks to help build their confidence and self-esteem. For example, older children help to sweep the floor and tidy up for lunchtime. Children learn to be independent. They confidently explore their environment and make their own choices in their play.

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

- The manager has a clear vision for the curriculum which focuses on developing children's physical, communication and social skills. Staff have high expectations for all children, and plan suitably challenging activities that help them to build on what they already know and can do.
- The manager places high emphasis on supporting the well-being of staff. Staff report that they feel valued and happy in their roles. They are keen to develop their knowledge and practice through regular training. This helps to ensure that children receive good quality teaching to promote their learning.
- Children enjoy trips into the community to help them learn about the world around them. For example, they visit the train station, library and park. These experiences help to build children's confidence and develop their social skills.
- Staff are sensitive to the routines that parents follow with their children at home and work hard to mirror this at nursery. For example, they ensure that babies have their bottles and naps at the same time which helps them feel settled and secure.
- Children enjoy listening to stories and songs to promote their language and literacy skills. Staff working with babies sing nursery rhymes, and children join in by playing musical instruments. Older children act out stories using props. For example, they explore mud, water and grass linked to the book, 'We're going on

a bear hunt!'

- Staff weave mathematics into children's daily routines and activities. For example, they narrate children's play as they fill containers with water, introducing the words 'empty' and 'full'. Staff count older children as they go to the table for their lunch, which helps them develop an understanding of the meaning of number.
- Staff encourage children to take risks in their play to help build their self-confidence. For example, staff teach children how to climb and land safely when using the climbing frame. Children climb to the top and proudly press the buzzer.
- Staff know their key children well and plan exciting activities that motivate them to learn. However, at times, some older children find it difficult to focus on their learning due to the high noise levels. Staff do not always make good use of the available space during group activities, to help reduce the distraction from other children who are playing or engaged in other adult-led activities. When this happens, children do not get the most from the learning opportunities on offer.
- Parents report that they are happy with the care and education that their children receive. They say that staff keep them updated about their children's progress. Parents of children who speak English as an additional language say that staff have supported their children to develop their language skills in English exceptionally well.
- Staff are quick to recognise when children may need extra support with their learning and seek guidance from the special educational needs coordinator (SENCo). The SENCo works in partnership with parents and other professionals to help meet any identified additional needs. The support provided is regularly reviewed to help ensure that all children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. They understand the procedures to follow to report concerns about a child or potential allegations being made against a member of staff. The nursery is safe and secure. Robust risk assessment processes are in place, alongside effective supervision levels, to help keep children safe. Staff manage accidents well and inform parents as soon as possible. Leaders and managers follow safer recruitment processes to ensure that staff are suitable to work with children. Effective systems are in place to check the ongoing suitability of staff.

What does the setting need to do to improve?

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

- improve the organisation of activities for older children to reduce the noise levels and help children to focus on their learning.

Setting details

Unique reference number	EY248113
Local authority	Somerset
Inspection number	10298677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	140
Name of registered person	Salant Ltd
Registered person unique reference number	RP521064
Telephone number	01278 431868
Date of previous inspection	16 October 2019

Information about this early years setting

Butterflies Day Nursery @ Bower Lane registered in 2002. It is located in Bridgwater, Somerset. The nursery is open each weekday, from 8am to 5.30pm. The nursery receives funding to provide free early education for children aged two, three and four years old. There are 17 members of staff who work directly with children. Of these, 11 hold relevant qualifications at level 3 or above, one holds a level 2 qualification and five are unqualified.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together 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 that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.

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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