

# Inspection of Butterflies Day Nursery

Nunsthorpe and Bradley Park Family Hub, Sutcliffe Avenue, Grimsby, South  
Humberside DN33 1AN

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Inspection date: 19 June 2023

**Overall effectiveness** **Good**

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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 and babies are warmly welcomed by a friendly, nurturing staff team. Children develop trusting relationships with staff, who care for them well. They accept hugs and reassurance when needed. Children show that they feel safe and secure.

Children's communication and language skills are exceptionally well supported by staff. They introduce new words as children play, which helps to build on children's vocabulary and understanding. They give children time to think and respond to questions. For example, children explore the sounds they can make by adding elastic bands to boxes and bottles. They describe the difference in sounds when they add lentils inside, describing the sounds as like rain and thunder. Children make positive progress in their speech and language development.

All children have good opportunities to make their own decisions about who, what and where they want to play. Staff teach children to make choices and encourage them to take risks and do things for themselves. For example, children develop their gross motor skills as they use crates and balance beams at different heights to practise their balancing skills. They concentrate as they use their fine motor skills to create pictures using shapes. This helps children to develop good physical skills.

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

- Children are confident and motivated to learn. They show they are curious and inquisitive in their play. For example, babies enjoy joining in nursery rhymes. Older children and some toddlers are keen to ask questions. Children have time for small-group work where they learn how to recall stories and deepen their understanding of their vocabulary. This helps to prepare them for their eventual move to school.
- Staff work extremely well together and have positive discussions about children and the progress they make. From this, they have a good understanding of how children learn and how to prepare them for their next stage of learning in their education. However, learning intentions are not consistently shared with the staff to enable them to fully understand how the curriculum is implemented. Staff are not always clear about what children need to learn and how this links with the activities and experiences they provide, to fully support their learning.
- The nursery's special educational needs coordinator is experienced in her role and knowledgeable about the children who attend that require additional support. Strategies to identify any potential delays in development are quickly identified, and targeted interventions are put in place. She works closely with each child's family and agencies to ensure that children receive targeted support

to meet their development needs.

- Children enjoy mealtimes, which are social events. Staff promote and encourage healthy eating and support children to develop their independence. For instance, they help young children to make food choices and provide them with small tasks, such as putting their leftovers into a bowl. Staff are aware of children's dietary needs and preferences. Good personal hygiene practices are in place. Children routinely wash their hands before eating and use good manners.
- Any additional funding that the nursery receives is used to help narrow the gaps in children's learning and development. This can be through staff training, resources or focused time with a staff member. This helps children to make good progress in their learning and development, including children with special educational needs and/or disabilities.
- The manager is passionate about improving the nursery to provide the best possible care and education for children. She empowers the staff by being a supportive mentor and encouraging them to continually improve their skills and knowledge. Regular supervision ensures that she is knowledgeable about the staff and children's needs and well-being and offers support and guidance.
- Partnership with parents is excellent. Parents have opportunities to get to know the nursery, staff and other parents prior to starting during settling-in sessions. Parents have drop-in times where they are welcome to talk to their child's key person or manager. Support with parenting is offered through short courses and workshops. These help parents to understand their child's developmental needs.
- The manager and staff work closely with external agencies, such as health visitors, to ensure children's health and development are a high priority.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. Records are robustly completed and audited to identify any patterns, such as accident 'hot spots'. Staff complete regular safeguarding children training, which ensures their skills and knowledge are current. All staff know who to contact if they have a child protection concern. Most of the staff hold a paediatric first-aid certificate. This enables staff to apply immediate care to children when necessary. Daily safety checks and regular risk assessments provide a safe and secure environment for children to play and learn.

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

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

- ensure the curriculum intent is clear and fits seamlessly into activities and experiences that children are provided with.

## Setting details

<b>Unique reference number</b>	EY377605
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10299029
<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>	1 to 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Centre4 Limited
<b>Registered person unique reference number</b>	RP520321
<b>Telephone number</b>	01472 326612
<b>Date of previous inspection</b>	17 January 2018

## Information about this early years setting

Butterflies Day Nursery registered in 2008. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and above, including one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## 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 understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact that these were having on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views of the nursery with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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