

Inspection of Butterfly's Day Nursery Limited

Melbourne Street, Morley, Leeds, West Yorkshire LS27 8BG

Inspection date:

9 August 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children and staff form secure attachments. Children make choices from a range of suitable resources. Staff talk to children about what they can see them playing with and occasionally join in with their play. Overall, children's educational needs are met. The manager has a suitable understanding of what it is that she wants children to learn. However, there is variation in how some aspects of the curriculum are implemented into practice, particularly for the youngest children. Although staff follow children's interests and explore topics such as 'animals', some children lose interest in what they are doing. This means that the curriculum is not ambitious for all children to help to accurately identify what children need to learn next.

Staff who work with older children encourage them to play together. Children form friendships and generally behave well. For example, pre-school children join in with matching card games, taking turns to find matching pairs. Furthermore, they play alongside each other during sand play games. Children ask each other what they are doing. Other children respond to say that they are making pancakes. However, on occasion, staff do not make their expectations clear to children in a way that is appropriate to their age and stage of development.

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

- Parents are complimentary of the care that their children receive and state that the manager and staff keep them regularly informed about their child's day. Staff use an online platform to take photographs of children and share these securely with parents. Staff gather information from parents when children first start. This includes personal information, including any medical or health needs. Staff attend training to learn how to meet children's specific health needs.
- There have been a number of changes to the staffing structure in the past year. The manager works hard to try to provide stability in the setting, such as ensuring that staff deployment is effective. She completes a number of roles and offers support to staff. This includes supervision sessions for staff. The manager evaluates the setting and understands where there are some gaps in practice. Although staff carry out observations on each other's practice, weaknesses in the quality of interactions are not promptly addressed.
- Weaknesses in the setting's curriculum mean that children sometimes are distracted from their learning and do not become deeply engaged in their play. Despite this, children show emerging levels of confidence and are emotionally prepared to start school.
- Children spend time in the large outdoor area. They develop skills to manoeuvre around obstacles as they play on bikes and in toy cars. Children run and are physically active in their play. Staff provide healthy choices at mealtimes, and

children follow suitable hygiene practices. This helps to promote children's understanding of developing a healthy lifestyle.

- Staff work with professionals to meet children's individual needs. They support children with special educational needs and/or disabilities (SEND). They ensure that appropriate interventions are in place. For example, staff play 'ready, steady, go' games using musical instruments and support children to copy sounds. Children listen to familiar stories read by staff and join in with action songs. This helps to suitably promote children's communication and language skills.
- Young children join in with games, such as stacking large, soft blocks on top of each other before knocking down their 'tower'. Staff count as children add blocks to the structure. Staff talk to children about how many objects they can see during water play. This helps to suitably promote children's mathematical awareness.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures and policies are clearly understood by everyone at the setting. Staff are aware of the setting's whistle-blowing procedure and what to do in the event of a concern about the welfare of a child. The manager ensures that those working with children are suitable and reviews their ongoing suitability. There are appropriate recruitment and induction procedures in place. The manager and staff are aware of signs that children and families may be exposed to extreme views and/or behaviours. The setting is safe and secure. Staff complete regular safeguarding training and are aware of the possible indicators of abuse, including recognising signs of domestic violence in families.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop a curriculum that is ambitious for all children and helps to identify what children need to learn next	06/09/2023
provide a consistent approach to managing children's behaviour that is appropriate to their age and stage of development	06/09/2023

improve performance management systems to identify and address any emerging weaknesses in practice.	06/09/2023
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Setting details

Unique reference number	319385
Local authority	Leeds
Inspection number	10303387
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	62
Number of children on roll	65
Name of registered person	Butterfly's Day Nursery Limited
Registered person unique reference number	RP907369
Telephone number	0113 2189283
Date of previous inspection	12 February 2018

Information about this early years setting

Butterfly's Day Nursery registered in 1998. The nursery employs 11 members of childcare staff. Of these, one holds a childcare qualifications at level 6, and six hold qualifications at level 3. The nursery is open Monday to Friday, from 7.30am until 6pm, except for bank holidays, one week at Christmas and two staff training days. The nursery provides funded early education for two-, three- and four-year olds.

Information about this inspection

Inspector

Emma Allison

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 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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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