

# Butterflies Day Nursery

Inspection report for early years provision

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**Unique reference number** EY386886  
**Inspection date** 04/06/2009  
**Inspector** Lynne Milligan

**Setting address** Victoria Park, Tenterbanks, Stafford, Staffordshire, ST16  
2QP  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Butterflies Day Nursery has been registered since 2001 and moved to its current premises in 2008. The nursery is close to the town centre of Stafford, with shops and the local park nearby. The nursery is accessible via a level pathway, with ramps up to the entrance and from each of the outdoor areas. All areas of the nursery are on one level, with additional facilities for disabled users. The nursery is open each weekday from 08.30 to 17.30 all year round. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 53 children may attend at any one time. There are currently 88 children aged from birth years to four years on roll. The nursery supports children with learning difficulties and/or disabilities and those with English as an additional language.

There are 15 members of staff, of whom all hold early years qualifications to at least Level 3. The manager is qualified to Level 5 and the deputy has a degree in Early Childhood Studies and Special Needs and Inclusion and has gained Early Years Professional Status. The setting also employs two sessional members of staff qualified to Level 2 and 3, a qualified chef and a cleaner.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well cared for whilst at the nursery as staff are well qualified in delivering the learning and development requirements whilst ensuring children's routines are fully supported. Management and staff work closely with parents to provide continuity of care, with a wealth of information and support to ensure all are included. The setting's proactive approach to inclusion is intrinsic throughout the nursery as staff, parents and children are involved in the self-evaluation process, enabling changes to be made quickly and effectively. Future plans are ongoing as all staff demonstrate a clear commitment to improving.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the observations are clearly linked to the activities and develop practice to ensure the learning intentions for the younger children are specific in order to match children's individual needs and ability across the early learning goals
- develop staffs' practice in the younger children's rooms in order to appropriately challenge all levels of ability.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure registers are consistently recorded for children 12/06/2009

and staff in the older children's rooms  
(Documentation).

## **The leadership and management of the early years provision**

Children are effectively safeguarded as staff have a good understanding of how to protect children from abuse. They are confident in their procedures and know who to report concerns to should the need arise. Safety is paramount at the nursery as robust systems such as CCTV, intercom at the main door and key fobs to each room are in place. In addition, staff are vigilant about the coming and going of visitors or for those children who are being picked up by another family member as staff complete forms with a full description of the person, along with passwords. Thorough risk assessments ensure areas are safe and secure, with regular updates to further ensure children's safety. Well written policies and procedures are clear and concise, with copies in each of the rooms for staff to refer to as well as in the entrance way for parents and any visitors. Most documentation in each of the rooms is consistently completed as staff generally have a good understanding of the importance of keeping records such as medication and existing injuries up-to-date. Registers reflect the daily arrival and departure times for most children and staff but these are not consistently completed for those in the pre-school room.

Management and staff work closely to provide an inclusive environment for both children and their families. Parents and carers are regarded as vital to the running of the nursery and staff show a strong commitment to the importance of working in partnership. Parents feel they are well informed and are listened to as they complete regular questionnaires, with action taken to address any suggestions. Furthermore, they are invited to attend open days with regular opportunities for them to meet their child's key person to update them on their progress and invitations to various meetings that include discussions around how they could develop their new garden. This approach to inclusion is further extended to the children as they also fill out questionnaires to gather their opinions on their favourite activities or resources around the nursery. These, along with those from parents and information gathered from regular staff meetings, are collected and used to inform the nursery's self-evaluation, reinforcing the ethos of inclusion. Management work well to ensure their setting is progressing, with clear and realistic plans for the future that include further training and development of their assessment processes for younger children.

## **The quality and standards of the early years provision**

Children eat healthy, balanced and nutritious meals and snacks whilst at the nursery. The qualified chef prepares all food from scratch and serves such meals as roast dinners, with lots of fresh vegetables and fresh fruit for desert. Children enjoy their food as they express their love for carrots. Their independence is fully promoted during these everyday routines as older children serve their own food and younger ones feed themselves, exploring textures as they sometimes use their fingers. Staff support good practice as they follow consistent routines such as hand

washing, which children model as they independently wash their own hands before eating. Children understand how to take risks as they play outdoors, pedalling on their trikes and balancing on the see-saws, with staff closely supervising. They understand why visitors wear protective shoe covers and know that when they are playing they must be respectful of each other and share. Staff show great respect for the children and clearly value what they have to say, getting down to their level and giving them time to ask questions as they think about the words they need to use. Children behave extremely well and show excellent manners at all times. They make meaningful friendships with both staff and their peers and show care and concern when their friends are upset or if they know another child would like to take a turn on the bikes. Children have many opportunities to explore their world as they learn about people who help them. They have visits from fire and police officers, with the local supermarket dropping by to help children learn about healthy food. Staff skilfully promote linguistic diversity as they value children's home language, displaying key words around the room and learning about other cultures and traditions in such countries as Spain, where they have built links to extend children's understanding of the wider world.

Children's learning and development across the nursery is generally well supported by qualified staff who are motivated and committed. Staff have a good understanding of child development and use information gathered from settling in visits and 'all about me' boards to build a picture of a child's interests and developmental stage. Planning takes this into account and as children move from room to room, staff complete learning journeys that offer a summary of their learning so far. This enables each room to plan for each child at their individual level. Adult focused activities are provided each day, with a learning intention for each child under one area of focus. Staff then complete a variety of short- and long-term observations that record the outcomes and these are then used to plan for children's next steps. In the pre school room, staff have used these to effectively track children's progress, but in the younger children's rooms this is not so successful as some observations do not match what they want the children to achieve. In addition, some of the learning intentions are too broad and are not specific enough to clearly measure what children have or have not achieved, which then offer unrealistic next steps. Most staff are able to confidently adapt activities to allow for the varying needs of the children in their care and use such strategies as repetition as they reinforce the older children's understanding of the sounds of specific letters. Children sit in what they say is a 'semi-circle' and watch carefully, listening to the instructions from the staff member. One at a time, an item is taken from the 'feely bag' that represents the sound of the letter. Staff consistently encourage and praise children for their efforts, making them very confident and self-assured learners for the future. Children of all ages eagerly and independently explore their rooms as they are spacious, bright and comfortable, with lots of interesting resources for them to access easily. Babies use walkers to pull themselves up, crawling and rolling to reach and grasp toys. Children explore media as they paint and play in sand, using scoops of different sizes to fill their buckets. They paint walls outside with water, knowing that when their pots are empty they need refilling. Children make marks and begin to identify letters and patterns as they paint the floor or the seats of their bikes, with the water fast disappearing as the warm sun dries it off. Older children excel at ICT (information and communication technology) as they use the interactive whiteboard and make

patterns using various colours that they can name with confidence. They print them off and proudly demonstrate ownership of their developmental files as they show visitors the contents. Children have good language skills and are competent at listening to short instructions, responding using key words to explain their answers. They regularly offer ideas and suggestions, with babies using lots of eye contact and babbling to communicate with staff who know them well. As a result, children are very happy and fulfilled at the nursery as staff are attentive and caring, ensuring they are all included and valued.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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