

# Butterflies Day Nursery

Nunthorpe & Bradley Park Children's Centre, Sutcliffe Avenue, GRIMSBY, South Humberside, DN33 1AN

<b>Inspection date</b>	12/06/2014
Previous inspection date	14/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Planning and assessment are good and precisely monitored, which enables children's learning to be accurately supported through effective teaching. As a result, all children make good progress.
- Staff fully understand their role and responsibility in protecting children and implement robust safeguarding policies and procedures. This means that children are effectively protected at all times.
- Partnership working with parents, the school and children's centre is a strength of the nursery. Consequently, children's care and learning at home benefits from a consistent approach taken to their early development.
- The manager demonstrates a passion to provide the very highest support for all children's care and learning. This is securing continual improvements and enhancing the already good quality of the nursery.

### It is not yet outstanding because

- There is scope to enhance the already good reflective practice to include peer-on-peer observations to enhance and extend the existing good standard of teaching.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the nursery premises.
- The inspector looked at a selection of policies and procedures, which included safeguarding, behaviour and suitability checks.
- The inspector observed and talked to staff and children in both playrooms and the outdoor spaces.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents and carers on their views of the service that the nursery provides.

**Inspector**  
Kathy Kilner

## Full report

### Information about the setting

Butterflies Day Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Nunsthorpe and Bradley Park Children's Centre and is managed by the Second Avenue Resource Centre Ltd. The nursery serves the local area and is accessible to all children. It operates from two rooms within the children's centre. Both rooms have access to a secure outdoor play space. The nursery employs 15 members of childcare staff, 14 of whom have appropriate early years qualifications. Of these, six hold an appropriate qualification at level 5, one at level 4, six at level 3 and one at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- extend the programme of peer observations to enable all staff to review and reflect on the quality of their own and other's teaching, to enhance and extend the existing good standard of teaching.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are progressing well at this warm and friendly nursery. Extremely good working relationships with parents, the adjacent school and the children's centre have a positive effect on children's learning and development. The consistent approach taken to children's early development begins as staff gain good quality information about children when they first start at the nursery. Regular and precise assessments take into consideration children's starting points and their progress over time. Consequently, staff plan relevant next steps and use effective teaching skills to support children's learning. Staff complete regular summaries of children's achievements, including the progress check for children between the ages of two and three years. All children's learning is closely monitored, so that staff can see where additional support may be needed. Children who have English as an additional language are given very good support with communication. Consequently, all children's learning is supported and this prepares them well for school

Children's communication and language development are actively fostered as staff listen and sensitively support children's individual needs. For example, older children say that they are happy because it is the start of the World cup. Staff immediately support this current interest by using vocabulary relating to football. Skilled staff encourage children to

communicate their thoughts and ideas as they play. For example, children are safely supported as they climb adventurously 'high' and then 'higher'. They are asked 'I wonder if you can see the trees from up there?' They giggle, look up and say that they can. Simple sign language and visual reminders are supporting all children as they learn to communicate. Physical and personal, social and emotional development are well supported in both indoor and outdoor play. For example, younger children develop good physical skills in the large indoor soft play area and sensory room. Older children develop control on large apparatus outside and explore and develop fine motor control as they operate the computer or choose to write independently, supported by staff. Time taken to secure understanding of the prime areas of learning, which is supporting progress in all seven areas of learning.

Mathematical development is supported in meaningful contexts. For example, older children are asked to count the children in their group, they note that there are more adults than normal. They ask, 'Shall we count the teachers as well?' Staff build on this by effective questioning to challenge learning further. They ask, for example, if there are more boys than there are teachers and move onto prompting children to estimate how many more. Younger children listen as staff count them climbing the steps up to the top of the slide in the soft play area. They enthusiastically join in the counting when they go back for another turn. Children proudly share their early writing and they are praised and encouraged by staff. Younger children explore making marks; they share these with staff and then roll their paper up. Asked where their writing has gone to, they unroll it and share it again and again. Older children are progressing in reading and writing as literacy is planned into the daily routine. Children explore letters and sounds and are competent in writing and naming the letters in their name. Staff challenge perceptively, according to the children's level of development. This means that some children are then able to write familiar words, such as 'mummy'. Consequently, some children confidently write and read simple words that relate to their experiences. This good start in early literacy effectively supports good progress in their future learning.

### **The contribution of the early years provision to the well-being of children**

Children are happy and content because staff give children and their family time and attention. They are extremely well settled and demonstrate this as they happily go and greet friends while parents talk to the staff or visitors. Children confidently share their books and talk about what they have been learning while at nursery. For example, they share how they dressed-up on a book day and proudly point to where they first wrote their name. Staff give younger children lots of reassuring cuddles and smiles. They show the children that they are interested in what they are doing. Parents are closely involved with their children's care and learning. They are well informed verbally and through books that children take home. Parents and children arrive at nursery and eagerly share what they have been doing at home. The move from one room to another and then onto school is given a lot of consideration. Children visit their new room and they are given as much time as they need to settle. Children visit the school. In addition, there are also good links as staff visit the school and ensure that they are using the same approaches to learning. These effective systems are successful in building children's confidence and self-esteem and preparing them emotionally for learning.

Behaviour is good because staff are consistent in their guidance and support as to what is and is not acceptable behaviour. Children are taught to respect others and when they have a slight disagreement over whose turn it is to go on the bicycle, it is very quickly and successfully resolved. Children are gaining an understanding of risk and how to keep themselves safe. For example, all children outside have sun cream on, but not all have hats. Children with hats on remind other children that they need to get a hat or their head will get burnt. Children's good health is effectively promoted because staff teach children very good hygiene procedures, which they consistently follow. For example, children all wash hands without being asked, before they sit down for snack. Children's health is well promoted through healthy food choices and access to drinks. Consequently, children's physical, nutritional and healthcare needs are very well met.

The indoor and outdoor environments are organised, so that children can access resources independently. Staff regularly review how areas are being used. They change them if they feel that they could be better organised, in order to meet the children's needs. For example, when they note that the role-play area is not large or secluded enough, they move the area. It is made larger and nearer to the outdoor area, so that their imaginative play can be extended outside. This consideration of children's immediate needs means that they have many opportunities and time to play. It also supports them to explore and become active learners who are interested in finding out things for themselves.

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

Staff fully understand their role and responsibility in safeguarding children. Necessary checks are carried out to ensure all adults, in daily contact with children, are suitable. Any concerns regarding children's welfare are managed immediately. This means that children are effectively protected at all times. A robust recruitment and induction process is in place for new staff followed by regular supervision and annual appraisals. Comprehensive risk assessments are in place for indoors, outdoors and for outings, which promotes children's safety at all times.

The manager has an excellent understanding of her role in monitoring the delivery of the educational programme. She has made changes since her appointment that have made a significant difference to outcomes for children. The manager ensures that children are consistently offered good quality teaching by monitoring how well staff are completing observations, assessment and planning for each child's individual needs and interests. An accurate overview of children's development and the learning opportunities for children in the indoor and outdoor environments are maintained. The manager uses this to inform areas where children are not making progress and actions are swiftly taken to address this. This means that children are making good progress and developing the skills needed for future learning. The manager has introduced peer observations where she and senior staff observe staff and discuss with them what they are doing well. They also support staff in any areas where they could improve their practice. There is room to extend this, so that all staff observe each other's practice and support one another to enhance the existing good standard of teaching.

The importance of working in partnership with parents and other early years providers to support children's continuity of care is embedded in practice. Staff work closely with community play workers from the children's centre on language skills, to gain knowledge of how to support high-quality communication. Staff attend regular training. The manager reflects on practice through self-evaluation and in consultation with staff, parents and children. She assesses the service that the nursery provides and targets areas for improvement. The manager inspires staff with her passion to provide the very highest support for all children's care and learning. Consequently, staff demonstrate a very positive attitude to developing their practice and knowledge. This is securing continual improvements and enhancing the already good quality of the nursery. As a result, children are making good progress and they are acquiring positive attitudes towards future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY377605
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	878757
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Second Avenue Resource Centre Limited
<b>Date of previous inspection</b>	14/07/2009
<b>Telephone number</b>	01472 326624

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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