

Butterflys Day Nursery

767 Chester Road, Erdington, BIRMINGHAM, B24 0BY

Inspection date	16/07/2013
Previous inspection date	12/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children's independence is well-promoted as they enjoy a range of carefully planned activities, such as serving themselves food at lunchtime. This provides them with good preparation for their move into full time school.
- Staff are supported effectively through a range of training opportunities, performance management systems and the monitoring of the educational provision. This helps children make good progress as staff are confident and knowledgeable.
- Children settle effectively when they start attending the nursery. They are well-supported as they transfer to another room in the nursery as staff encourage children to become gradually accustomed to their new environment and this ensures children feel safe and secure.
- Children are learning to use numbers effectively as they play through a range of well-planned activities that encourage them to recognise numerals and understand how to use number for a practical purpose.

It is not yet outstanding because

- There is further scope for children to have greater access to resources that give a positive reflection of diversity in the wider world.
- There are further opportunities for children to be able to access a variety of fact and fiction books in designated areas such as the home corner.

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 looked at children's assessment records, planning documentation, evidence of staff suitability, and record keeping procedures.
- The inspector observed activities throughout the nursery in both the indoor and outdoor spaces.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector held a meeting with the manager of the nursery and talked to other staff during the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Butterflys Day Nursery opened 2012. The current owner has four other settings in the North West of England. The setting operates from a converted residential property situated in Erdington, Birmingham. Children have access to six playrooms on the ground and the first floor. Children have access to an enclosed area available for outdoor play.

The nursery opens five days a week from 7am to 6pm, all year round, except for Bank Holidays. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It serves families and children in the local community and surrounding areas and is accessible to all children. There are currently 54 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

The nursery employs 12 members of child care staff, including the manager, who work directly with the children. Of these 11 staff hold appropriate qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve resources that provide children with a greater understanding of diversity in the wider world

- provide a range of fact and fiction books in designated areas such as the home corner to enable children to have greater access to these.

Inspection judgements

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

Effective assessments completed by the child's key person document children's individual progress against the seven areas of learning. Staff use this information to plan for the next steps in children's development and ensure activities interest children and follow their play preferences. Children are making good progress as they enjoy a well-balanced range of activities that follow their own interests. They communicate well as they discuss their own experiences with each other during circle time. This gives them confidence and helps them form friendships with other as they listen and consider others needs. Older children thoroughly enjoy making their own books where they create stories that interest them, for

example, about a princess or a dinosaur. This enables them to develop an understanding of the purpose of text and develops their creativity as they use their own ideas and their own illustrations. Staff support this activity well by helping children choose which letters they should write. Children enjoy story time where they are learning to listen and enjoy working as a group. Although there are books accessible in designated areas there is further scope to provide fact and fiction books in a variety of different play areas so children can access these more easily. Children use number for a purpose counting as they build with bricks or select a number of toys for play and to share with others. Well-planned activities support children in recognising numerals and colours. For example, children's drinking cups are numbered and staff use these to create a game for the older children as they remember their number and start to understand the meaning of double-digit numbers. Mealtimes and snack times are used to encourage children to consider the needs of others. Older children enjoy taking responsibility as they take it in turns to hand out drinks to their friends. This helps the less confident children form friendships and build up their communication skills. A self service arrangement at mealtimes works well with the older children. They serve themselves and confidently go back for second helpings if they wish. This encourages a relaxed environment at mealtimes where children can take their time over their meal and enjoy talking to their friends and staff. These activities and skills ensure that children are well-prepared for their transfer to full time school. Children who are cared for in other early years settings enjoy continuity of care as key persons understand the importance of exchanging information with staff from other early years settings.

Babies are cared for in their own room where they freely explore and enjoy discovering unusual textures in treasure baskets. Babies who are learning to stand are supported by staff who are attentive to their needs. They also pull themselves up with support bars where they can look at themselves in a mirror. Babies enjoy this visual stimulation which helps them develop an understanding of themselves. Carefully selected equipment in all rooms provide a comfortable environment where children explore with confidence, make good progress and are happy. For example, they enjoy good physical challenges as they crawl through tunnels and use wheeled toys in the garden.

Parents are well-supported as they talk to staff and access their child's assessment records. Staff readily share aspects of their child's day with their parents. This ensures that parents are provided with information regarding their child's progress and ideas of how they can support their child's learning at home. Daily diaries are provided for the younger children which also helps support parents with their child's learning when they return home. Children who speak English as an additional language are well-supported as staff learn the correct pronunciation of key words in the child's first language which helps them settle effectively.

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

Children feel secure as they are cared for by considerate and caring staff. They settle into the nursery quickly as staff exchange information with their parents regarding their children's care needs. Children's transfer into other rooms in the nursery is managed well as they spend time gradually becoming accustomed to their new environment and new

key person. There are sensitive arrangements in place to make sure that children's individual care needs are managed effectively. For example, older children's independence is promoted as they use the accessible toilets by themselves. They are sensitively supported by staff who are vigilant of their needs and provide additional help if children wish or if this is needed. This ensures that children have privacy, and develops their confidence which is good preparation for them moving onto either nursery school or full time school. Children behave well and activities that promote their independence encourage them to be aware of and sensitive to the needs of others. Children become aware of the world around them through discussions with staff and through exploring the outdoor area. However there is further scope for children to be able to use a variety of resources that reflect diversity to strengthen their knowledge of the wider community.

Staff are fully vigilant of children's activities at all times which ensures they monitor children's progress and ensure their safety as they play. Children's confidence and enthusiasm as they play and explore demonstrates that they feel safe and secure in the nursery. Staff respond to children's different safety needs as the seasons change. For example, during the current hot weather they ensure that children do not access the outdoors during the hottest time of the day and they are particularly vigilant to ensure children's safety underfoot when there is snow and ice on the ground. Children benefit from a well-balanced menu that ensures they have nutritious food throughout the day that is cooked on the premises. Regular opportunities to use the outdoor play environment enables children to enjoy physical exercise and helps them understand the benefits of a healthy lifestyle. New equipment that is robust and well-suited to children's varying needs enable children to enjoy a varied and stimulating play environment. This contributes well towards good progress that all children make. Children sleep in safety and comfort. Older children use designated sleep beds which ensures there is sufficient space between themselves and other children. Babies are able to sleep in comfortable rockers which makes them feel safe and secure.

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

The manager and deputy manager effectively monitor the educational programme. This ensures that all children are challenged as their progress is closely monitored and their next steps carefully identified and planned for. Regular staff meetings and effective performance management of staff ensure they offer children stimulating play experiences. Staff have a good understanding of how children learn and are knowledgeable about all the areas of learning. This ensures children make good progress in all of the early learning goals. Staff are supported in accessing a variety of training opportunities. As a result, staff are well-qualified their skills are updated and they are confident. This ensures they perform effectively in supporting children's development. Children who speak English as an additional language are well-supported as staff ensure they can communicate effectively and encourages children to form friendships with each other. Regular room meetings provide staff and managers with opportunities to plan for children's individual development and ensures there are suitable resources and equipment in the room so children are challenged and that any gaps in their development is closing.

Children are safeguarded appropriately as managers have a very good understanding of what would concern them regarding a child's care and are clear about who to contact if they have concerns. Regular safeguarding training for managers and staff provides them with the confidence and knowledge to protect children. There is a good partnership in place with parents as they are fully informed of policies and procedures and an informative parents' board in the entrance hall ensures they are informed of any services in the area that may be of help to them. There is an up-to-date complaints log which parents are able to access if they have any concerns regarding the nursery. The required staff child ratios are maintained throughout all day-to-day activities and during children sleep time. Staff supervise children's activities well as there is effective staff deployment at all times.

There is an on-going evaluation that includes the opinions of parents, children and staff. This measures how effectively the nursery meets the needs of all the children that attend. Regular staff meetings and meetings with the owner ensure that improvements are well directed towards providing further stimulation and interest for children. For example, the nursery manager has fully risk assessed some small changes that are being made to the outdoor area to ensure this is safe for children. This includes a viewing platform where it is planned that children can view a small water feature from above. Although there have been an increased number of children falling on flat surfaces in the nursery garden recently the manager and staff have looked closely at the causes of these. They have concluded that these have been caused by an increase in children wearing open toed sandals during the recent hot weather. Parents' opinions are collated through questionnaires and discussions and actively inform any further developments in the nursery. Children's opinions are gained through discussions with their key worker so any changes made in nursery, closely reflect their needs. This purposeful drive towards further improvement enables managers and staff to successfully assess the strengths and weaknesses within the nursery.

There are robust partnerships in place with outside agencies. The nursery works closely with the local authority, enabling them to benefit from their expertise and advice. There are good links in place with outside agencies and the nursery staff know where to access advice and information in respect of supporting individual children. Children's transitions are well-supported as they move into full time school or nursery school. Staff have regular contact with teaching staff and ensure children's information regarding their progress is transferred to their new school.

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
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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY445495
Local authority	Birmingham
Inspection number	927089
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	54
Name of provider	Abda Koser
Date of previous inspection	12/10/2012
Telephone number	0121 373 0897

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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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