

# Butterfly Nursery

Meridian Cp School, Roderick Avenue North, PEACEHAVEN, East Sussex, BN10 8BZ

<b>Inspection date</b>	21/11/2014
Previous inspection date	14/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		1
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

- Staff have a well-established key-person system in place and good relationships help to ensure that children feel safe and secure.
- Staff develop effective strategies to include all parents and show that they value them; they communicate closely with parents, meaning that they maintain strong relationships with them.
- Safeguarding is a priority within the setting, which means that all children remain safe.
- Staff have good knowledge and skills to promote children's communication and language skills through variety of techniques.
- Staff are dedicated to self-evaluation, continuously aiming to improve the setting through reviews and evaluations, providing all children with a high quality learning experience.

### It is not yet outstanding because

- Staff do not always make the most of opportunities to develop children's independence during snack times.
- There is scope to make the outdoor area more visually stimulating for children.

## 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.

## Inspection activities

- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views, and spoke in depth with staff.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Kelly Hawkins

## Full report

### Information about the setting

Butterfly Nursery is privately run by two owners and re-registered in 2007. It operates from purpose-built nursery premises on the campus of Meridian Primary School, in Peacehaven near Brighton. The setting is on the Early Years Register. The children have full access to a secure enclosed outdoor play area. The nursery opens five days a week during the school terms. Opening hours are from 9am until 3pm. There are currently 74 children on roll, aged from two to five years. The nursery receives funding to provide free early years education for children. Children come from a wide catchment area. Links have been established with the school. The setting supports children who speak English as an additional language and children who have special educational needs and/or disabilities. There is easy access to the building. The setting employs 14 staff. Of these, 11 staff, including the supervisor, hold appropriate early years qualifications. The owner is qualified to degree level. Three of the staff are working towards a recognised qualification.

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

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

- further enhance the opportunities for children to develop independence during snack times
  
- extend opportunities for children to become visually stimulated within the outdoor learning environment.

### Inspection judgements

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

Staff promote children's learning and development well, through detailed assessment and planning. They are a dedicated and experienced team and demonstrate a good knowledge of the Early Years Foundation Stage. Staff provide a variety of open-ended activities and experiences, which are accessible to children in both the indoor and outdoor area daily. For example, children enjoy imaginative play in the role-play area, develop coordination using simple computer equipment, and practise large physical skills as they challenge themselves on large climbing equipment. Staff display resources attractively. They organise the environment well to support all children's learning, although the outdoor area is less visually stimulating for children than the environment indoors. Staff encourage children to make independent choices in their play; this enables children to explore, investigate and actively learn.

Staff plan achievable and challenging next steps in learning for all children, based upon

children's interests and individual needs. Staff make daily observations and have evaluation meetings. Staff accurately record and track children's progress, to enable them to promptly identify any gaps in learning with accuracy. As a result, all children make good progress.

Staff plan effectively to extend children's learning and engagement. For example, they encourage small-group work where children use props, songs and materials to develop communication and language and life skills, such as listening and taking turns. Staff extend children's imagination, through tones of voices, senses and actions. Staff communicate well with parents, to gather and share information regarding new children's interests, needs, starting points and routines. They gather this through observations and home visits, which helps to ensure that they meet all children's needs.

Staff maintain strong relationships with parents and outside professionals. They use extremely good strategies to maintain continuity of care for all children. For example, parents take home activity packs that staff put together to support children's needs and interests. Staff hold regular meetings with parents to share information about children's progress in learning and their individual development. Parents take an active role in their children's development. For example, they attend parents' evenings, and staff invite them in to take part in 'Stay and play' events to celebrate Mothers Day and Fathers Day. This enables the staff to share ideas for developing areas of learning with parents. Staff encourage parents to take the learning journals home on a regular basis and to add their own comments and news from home. Staff provide a consistency of care and an accurate overview of children's learning and development. Parents comment that they are well informed on children's progress. For example, they state: 'I love the fact that I feel that I know everything there is to know regarding my child's time at nursery, and their journey and progress'. They also comment that they enjoy taking home the activity bags and sharing ideas and information, to provide consistency.

Staff provide a wide range of resources and experiences in both the indoor and outdoor learning environments. These experiences stimulate and motivate all children, helping them to make good progress. Staff encourage children to use their imagination. For example, in playdough activities, children bake 'cakes' and sing songs. Outdoors, they make tunnels with the tyres, build sand castles, and learn about the nature around them as they explore the planting area. Children have good opportunities to use a variety of materials and to experiment with marks. For example, children use paints, sand, and water on a daily basis. This develops their imagination and early writing skills, supporting their development of hand-eye coordination and small muscle control. Children access the secure outdoor area daily to enjoy fresh air and exercise. Staff support children to develop control and coordination of their bodies through providing balancing activities and climbing equipment. Staff are well deployed in all areas of the setting, meaning the child-to-adult ratio is maintained at all times and children receive high levels of supervision.

Staff interact effectively with children and they demonstrate high quality communication skills when children approach them. Staff are skilful in helping children who require additional support. They use high quality communication to support children's language development during play, by using visual prompts and signing, for example. Staff consistently use effective facial expression, body language, eye contact and appropriate

verbal language. This successfully extends all children's communication and language skills, regardless of the children's ability.

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

The extremely dedicated and experienced staff team meet the needs of all individual children to an impressive standard. Staff respect and take into account each child's specific needs, interests and personalities. The key-person system is fully embedded and, as a result, children develop extremely strong and trusting relationships. This supports children to develop a sense of belonging and gives the children a strong feeling of being safe and secure. Children demonstrate consistent good behaviour due to the extremely high level of praise and positive reinforcement from staff. Staff use strongly embedded strategies to support all children. For example, they use behaviour cards as visual prompts, and they help children to communicate their feelings. Staff are outstanding role models throughout the activities and daily routines. They consistently use signing during all routines within the day; this supports children of all ages and abilities, enabling them to communicate effectively and make good progress.

Staff plan high-quality activities daily, to cover all areas of development effectively in both the indoor and outdoor learning environments. For example, children learn about the importance of fresh air and exercise, as they are encouraged to move freely and independently between the indoor and outdoor areas on a daily basis. Children independently and confidently wash their hands before snack and lunch and find their coats and shoes to access the outdoor areas. Children are encouraged to pour their own drinks and tidy away. However, on occasion, some opportunities are missed for children to further develop their independence during snack. Children are actively encouraged to independently problem solve, resulting in them resolving conflicts confidently. For example, children negotiate toys and share them 'so it is fair', and children show concern for their friends by asking if they are upset. Children have a high level of empathy and sense of care for others, without prompting from staff. Staff prepare children extremely well for their next stage of learning, such as going to school. Children receive high levels of support to develop their understanding of everyday life skills, through well-planned and effective experiences and learning opportunities. For example, children self-register and have their own named pegs, and they participate in small-group work where they access activities such as phonics and develop language skills.

All staff give very high priority to safeguarding. Staff have made thorough and detailed risk assessments of the learning environments and activities, and they regularly evaluate and review these. Staff are extremely well deployed and all staff hold a relevant first aid qualification, meaning that children are kept safe at all times. Staff effectively support children of all abilities to identify and manage potential risks, in order to keep themselves and others safe. This is embedded to a high standard. For example, children have an active part in regular fire evacuation drills, developing their understanding of how to keep themselves out of danger.

The staff have exceptional relationships with outside agencies and other professionals,

who speak highly of their pro-activeness and dedication to support children with additional needs. Strategies are put into place effectively and are shared with other staff and with parents. Staff access training and are passionate to meet the needs of all the children. This means that children of all abilities make excellent progress.

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

Management maintains effective systems to ensure the safe recruitment of suitable, dedicated and experienced staff. The management team provides an in-depth induction system and they review policies regularly. As a key part of the induction process, they discuss the safeguarding policies and procedures, and staff are required to complete an online safeguarding assessment. As a result, staff demonstrate good knowledge and understanding of the importance of the nursery's policies and procedures, and they adhere to them. Staff are particularly confident about points of contact and the procedures to follow in relation to safeguarding, ensuring that all children remain safe.

The management team has good knowledge of the requirements of the Early Years Foundation Stage and uses detailed tracking processes as a monitoring tool. Staff support children in an individual way, ensuring that they meet their needs well. The management team observe and monitor staff practice, to identify areas of improvement for professional development. Staff participate in daily evaluation meetings and training, and all staff have supervision meetings on a regular basis. Management reviews children's learning journals regularly, to ensure accurate planning and tracking of progress. This enables them to accurately monitor the children's progress and promptly highlight any potential gaps in development.

Management invite all staff and parents to contribute to identify areas for improvement and ideas to develop. They share and value others' views and ideas effectively through the use of parents meetings, 'Stay and play' sessions, emails, website information and observations. Staff demonstrate that they are dedicated and passionate to continue making positive improvements. For example, management and staff have identified the importance of listening to the children opinions. They have developed a display board to which children contribute, and which celebrates their achievements and helps them recall events. This contributes to the planning, making it personal and individual to all children, taking into account their needs and preferences.

Staff maintain extremely positive relationships with other professionals, including the local Early Years support team and receiving schools. Staff have established an effective support system and an accurate way to share information, techniques and strategies, maintaining a consistency of care for all children. Staff consistently use well-embedded strategies to support children with special educational needs and those learning English as an additional language. For example, they use visual prompts and signing with children. They also hold one to one meetings and share activities and information with other professionals and home. As a result, children make good progress. Staff offer a high level of communication and support to all parents and children, resulting in parents speaking

highly of the nursery. Parents make comments such as: 'We are so well supported, the staff have been amazing, I could not be more happy'

## 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY361210
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	835449
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Butterfly Nursery Ltd
<b>Date of previous inspection</b>	14/01/2009
<b>Telephone number</b>	01273 583 018

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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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