



Butterflies @ Express Park

Inspection report for early years provision

Unique Reference Number EY294456
Inspection date 24 February 2006
Inspector Rachael Williams

Setting Address The Exchange, Express Park, Bristol Road, Bridgwater,
Somerset, TA6 4RN

Telephone number

E-mail

Registered person Butterflies Day Nurseries Ltd

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Butterflies @ Express Park is a privately owned nursery situated at The Exchange in Bridgwater, Somerset. It is 1 of 3 day care settings owned by the provider.

Butterflies @ Express Park opened in 2004. It operates from a purpose built nursery which offers full day care for 79 children aged from birth to 8 years old. The nursery is divided into 4 main play areas where children are predominantly grouped according to their age; tadpoles birth to 1 year, newts 1 to 2 years, toads 2 to 3 years and frogs

3 to 5 years. Children have access to an enclosed outdoor area and have regular opportunities to visit the local play area.

The nursery is registered to provide out of school care for children aged between five and eight years old. The nursery is registered to provide overnight care for twelve children under eight years.

The nursery opens daily from 07:30 until 18:00 for 52 weeks of the year. At present, there are 184 children on roll which includes 17 children who are in receipt of government funding. Children attend for a variety of sessions. The nursery supports children who have special educational needs. The joint owners employ a manager who is super numerate. She is supported by 15 staff who work directly with the children; 13 of whom have a level 3 early years qualification. The nursery is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Older children are beginning to learn the importance of hygiene through established routines, such as washing their hands before eating; using liquid soap and paper towels to prevent the cross contamination of germs. However, there are inconsistencies in hygienic practices throughout the nursery, such as younger children not washing their hands after using the potty or not washing their hands before their midday meal. Older children are aware of their own personal needs for instance, they visit the toilets independently. On the whole, sleeping children are protected from cross infection as hygienic arrangements are in place to ensure children do not share sheets and blankets. However, some children prefer to sleep on beanbags which are not suitably covered or washed regularly.

Children are offered drinks regularly however, water is not readily available for older children to access independently. Younger children's needs are met well as staff have good knowledge of their feeding requirements. For example, fruit and vegetables are liquidised to enable weaning arrangements to be fully implemented according to parents wishes. However, there are ineffective arrangements to ensure that sleeping children receive an appropriately warmed meal. Children benefit from a balance of healthy snacks and meals which are prepared in a hygienic kitchen.

Health records are in place. They are shared with parents and are confidentially maintained. Clear information is available to ensure children are protected from illness which includes incubation periods. Most staff have appropriate first aid training which is regularly reviewed and updated to ensure children are protected when they have accidents.

Most children have regular, outdoor experiences, whether in the fully enclosed outdoor area or through walks by the river. However, deployment of staff and availability of appropriate equipment prevents babies having the same experiences which compromises their health. Most children visit a local activity area where they

can develop their physical skills for example, mounting the steps to the slide and coordinating their movements in the ball pit. Older children move freely and confidently on the ride-on toys creating pathways and negotiating space well. However, staff direction and resources do not effectively challenge more able children. Children are encouraged to move in a variety of ways and use movement to express feelings. For example, a 4 year old enthusiastically jumps and skips when it starts to snow.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a spacious environment which is organised well to ensure they are closely supervised and able to move freely. For example, a no shoe policy in the baby room ensures a safe environment for crawling and immobile babies. Toys, resources and equipment are checked regularly to ensure their safety and cleanliness. Effective risk assessments ensure children's continued well-being. For example, any activities which are viewed by staff to pose a risk to children are evaluated and appropriate precautions taken. Accident records are used effectively to monitor the provision and risks are identified and managed appropriately. For example, a few accidents have been reported on the steps in the baby room, this has been addressed and the steps have been changed to a ramp.

An informative fire evacuation procedure is displayed and understood by all staff. An appropriate fire log ensures that regular drills are recorded to maintain children's safety in an emergency. There are secure arrangements to ensure that children are well protected when visiting the nearby activity centre. For example, a pre-packed bag is taken which includes the register, contact details, mobile phone and first aid kit. An effective system is being formalised to ensure all parents give appropriate consent for outings.

Effective collection arrangements have been established to ensure children's ongoing safety. For example, appropriate adults are listed on the child's registration form and a password is exchanged with staff. Children benefit from a secure environment where parents and children are greeted on entry to the provision.

Appropriate safety policies, which are read by staff at induction, are regularly reviewed and updated. The well written child protection policy ensures all staff are aware of the procedures to follow if they suspect child abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and settled within the nursery. They arrive happy and eager to participate. Although children cannot access the generally good range of resources and toys independently staff ensure they are rotated appropriately to ensure children are sufficiently stimulated. However, there is insufficient equipment for the babies to have regular fresh air experiences or for them to be active within the unit as

appropriate toys, such as walkers, are not available to encourage their mobility. Some activities are aborted as resources are not readily available, such as a colour collage with the younger children. Most children benefit from positive interaction from staff. For example, a well read story encourages children to be involved in the storytelling through appropriate questioning and making the sounds of the animals.

Some staff have good knowledge of the Birth to three matters framework. However, there is inconsistency in staff knowledge and the delivery of the components of the framework which impacts on younger children's involvement in activities and the provision of appropriate challenge.

Nursery education.

The quality of teaching and learning is satisfactory. Planning, generally, reflects a balance of experiences across the six areas of learning through relevant and interesting topics. However, there are some omissions, such as opportunities to promote information, communication and technology, separating and combining skills, writing for a purpose and opportunities for children to develop freely and imaginatively in their creative development. Although staff are aware of how to support and challenge children this is not sufficiently implemented or recorded, especially in providing appropriate challenges for physical development when outside. This is limited further by the lack of resources to challenge older and more able children. Assessments are relevant and are well supported by informative observations. However, as yet, they are not used effectively to influence future planning or next steps in children's learning.

Children are confident speakers and express themselves clearly when sharing their experiences. They listen attentively whilst staff provide clear explanations on what the learning intention is for the activity. For example, creating the food eaten by the Very Hungry Caterpillar. Children use mark-making equipment well when it is included in the good rotation of resources. However, there is little opportunity for them to access a range of equipment independently to encourage them to write for a purpose, for instance in the role play cafe.

Although children confidently access activities independently the organisation of the good range of resources impacts on their freedom to further develop their ideas. For example, a child wants to join his two shapes together but is unable to access the cello tape independently so a member of staff finds it, cuts it and sticks the two shapes together without involving the child. Children enjoy a range of creative activities; however, many are prescriptive, such as pre-cut shapes to colour for example, the animals to create a Noah's Ark display.

Children respond well to counting activities which are included in their daily routines, such as counting how many girls are here today. However, activities are not extended appropriately to include aspects of combining and separating to further develop these skills. Children enjoy exploring a range of materials for instance, pasta and shaving foam, independently. Staff interact well with the children using appropriate vocabulary to stimulate their learning. For example, good interaction from a member of staff supports a three-year-old who is keen to experiment with the dinosaurs in the pasta to see which can move the fastest. The member of staff listens

and responds appropriately to the child further developing his mathematical language.

Helping children make a positive contribution

The provision is satisfactory.

Children are confident and well settled within the nursery. Younger children benefit from good communication between staff and parents to ensure their needs are met. Parents are well-informed of daily routines and activities and are able to contribute by adding messages to their child's individual notebook. A flexible transition period ensures that children's needs are met and that they are not restricted by their age or ability as they move between rooms. Most children's daily routines are sufficiently addressed. However, some sleep routines are very stressful and do not meet the needs of the children.

Generally children's behaviour is good and is well monitored by staff who are consistent in their application of a varied range of strategies to manage inappropriate behaviour. For example, clear explanations are given to the children in a calm manner. However, the incident record is not consistently shared with parents. Children have good self-esteem as positive relationships have been established with their key worker and their achievements are consistently praised. The children's spiritual, moral, social and cultural development is fostered.

There are limited resources to positively promote the diversity in our society, especially for the older children where resources are not readily available and thus cannot be integrated into everyday routines and activities. Children with special needs are supported well within the setting. Appropriate individual education plans are established and shared with parents who receive good support through regular communication with the staff.

Partnership with parents is satisfactory. Parents receive a wealth of information about the setting and the provision for their child. Each room has an informative notice board which provides parents with relevant details about the provision within that room. However, there is insufficient information available on the Birth to three matters framework and the Foundation Stage curriculum. There are sufficient arrangements to share achievements with parents. For example, through daily key worker discussions and through informative individual notebooks.

Organisation

The organisation is satisfactory.

Children benefit from clear routines which ensure consistency and help children to settle quickly and find security within the setting. The registration system ensures that ratios are maintained and that children have close supervision. However, the registration system is reliant on staff vigilance to ensure parents sign the children in as they arrive and depart which is not consistently maintained throughout the nursery.

Children are cared for by well qualified staff who are pro-active within their individual units to provide appropriate care and education for the children. An effective recruitment policy ensures suitable staff work directly with the children. However, there are inconsistencies in the support offered to new staff and those who do not have appropriate police checks.

The clear operational plan and well written policies and procedures are, on the whole, understood by staff although some information, such as staffing details, have not been amended. Most children benefit from the security of a stable key worker who works directly with them.

The setting meets the needs of the range of children for whom they provide.

Leadership and management is satisfactory. Staff are managed appropriately through clear professional development arrangements, such as regular appraisals to identify training needs and areas for improvement. There are inconsistencies throughout the nursery which have not been monitored effectively. For example, appropriate resourcing to include all children in daily activities and to provide appropriate challenge and the monitoring for nursery education to ensure children receive a balance of experiences.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see and request. The complaint record may contain complaints other than those made to Ofsted.

Since April 2004 there have been two complaints made against Butterflies @ Express Park which are recorded appropriately in the complaint record.

On the 18th of April 2005 concerns were raised regarding National Standard 2 - organisation, National Standard 3- enjoying and achieving, National Standard 7 - Health, National Standard 12 - Working in Partnership with Parents and National Standard 14. The provider was visited and the concerns were discussed in detail. Documentation was observed and observations were made. From the information gathered there was no evidence to suggest that the National Standards were not being met. The provider remained qualified for registration.

On the first of July 2005 a concern was raised under National Standard 11, Behaviour and National Standard 13, Child Protection. Ofsted visited the nursery and discussed the allegation in detail with the manager and other staff members. Observations were made of the day to day running of the nursery and policies and procedures were checked. From the information gathered during the visit, there was no evidence that the National Standards, in relation to the concern, were not being met and the provider remained suitable for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop consistent procedures to ensure children's health is maintained
- further develop knowledge and understanding of how younger children develop through a guidance such as the Birth to three matters framework
- ensure parents are actively involved in the setting and their children's development through appropriate guidance, such as literature relating to the Foundation Stage curriculum and the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a robust system to monitor the provision for nursery education
- develop planning to sufficiently address all areas of learning and to provide appropriate support and extension activities
- ensure availability of resources and organisation of activities to challenge children effectively especially in relation to physical development, information, communication and technology and culture and diversities

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