

Butterflies @ Express Park

Inspection report for early years provision

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EY294456

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Inspector

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Setting address

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Butterflies @ Express Park opened in 2004 and is located on a business park in Bridgwater, Somerset. The nursery is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. It is registered to care for 79 children under eight years of age, of whom 27 children may be under two years at any one time. Currently, there are 108 children in attendance in the early years age group. The staff care for children who speak English as an additional language and who have a learning difficulty or disability.

The nursery employs 21 staff of whom 17 hold a relevant qualification in early years. The usual opening hours are 07.30 until 18.00 Monday to Friday throughout the year. However, the nursery is registered to care for 12 children under eight years for overnight care. There is easy access into and throughout the building and plenty of parking for the advantage of parents.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children are happy and are making good progress in all areas of their learning. Inclusive practice enables all the children to participate in all the play opportunities available, with their individual needs being given consideration. The staff are committed to maintaining continuous improvement for the benefit of all.

What steps need to be taken to improve provision further?

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

- develop the garden area to enable further opportunities for the children to freely explore, use their senses and be physically active and exuberant across all areas of learning

The leadership and management of the early years provision

The person in charge is extremely capable of providing a high level of leadership and management. She has strong understanding about child development and about how young children learn, therefore the children continually make progress. Her enthusiasm has a positive effect on her staff, as they show commitment and dedication to their role, which in turn, aids the children, as this creates a harmonious atmosphere conducive for learning. A comprehensive method of self-evaluation aids the continual improvement of the setting, as the staff recognise that this impacts on the children's on-going achievement. Staff are encouraged to attend training courses to further their qualifications in childcare, which not only leads to a collaborative learning culture, but also helps to retain a high level of competency. Links are formed with other providers who deliver the Early Years Foundation Stage that the children attend, to ensure consistency of care and

learning.

The staff work very well with the parents for the benefit of the children. They have access to all the provision's policies and statements and are requested for their views and opinions, which are given serious consideration and acted upon if deemed suitable. The staff make use of the parents talents and skills to complement the curriculum, such as inviting a farmer and his lambs to visit the children, helping to further their understanding about the care of animals. They are kept well informed about the children's achievements and are welcome to discuss any concerns with their key worker. The staff have strong understanding about child protection issues and about recognising the possible signs and symptoms of abuse and neglect. They know the children very well, so are swiftly alerted to any significant changes in their behaviour or well-being.

The quality and standards of the early years provision

The premises are extremely secure, with a successful system in place to prevent undesirable adults entering the nursery. The staff are aware of all adults who are in the building and all visitors are verified. Additional measures are in place, in the event of children staying overnight. The children's arrival and departure times are carefully recorded and written permission is sought from parents when children are being collected by another adult. Electrical sockets are covered when not in use and there are child proof locks fitted to low-level cupboards in the playrooms. A regular fire evacuation procedure takes place, with the children taking part, so they are familiar with the necessity to leave the premises without delay.

The staff are extremely efficient in maintaining the children's good health, as they take steps to prevent the spread of illness, for example, in not permitting sick children into the nursery. If a child becomes ill during their stay, they are swiftly reunited with their parents, to protect the health of the other children in attendance. Gloves and aprons are worn when the staff are changing nappies, which are carefully disposed of. A successful cleaning routine keeps all areas hygienic. Prior written permission is requested from parents for the administration of any medication, with details being retained for a reasonable period of time. The staff attend first aid training and record any accidents that occur, notifying parents as soon as they are able.

An experienced chef is employed, who cooks the children highly nutritious and tasty food that they all enjoy. Menus are readily available for the parents perusal and any dietary requirements are catered for. Age appropriate cutlery and crockery help to enhance the children's independence, as they learn to swiftly feed themselves. The children sit together during mealtimes, which not only makes for a sociable occasion, but as the staff sit with them, they encourage their social skills in extending their ability to chat about events that are important to them.

The children behave extremely well, as they are cared for by staff who are attentive to their needs and join in with their play, which the children thoroughly enjoy. Positive behaviour management strategies are in practice and as the children are involved in decision making and their views are respected, they show

pride in their surroundings and care for the toys and resources available. The children are treated with equality, with both the girls and the boys having equal access to all the toys, which are stored within their easy reach. The children who speak English as an additional language have the benefit of a member of staff who is able to nurture their development, as she is able to speak a number of languages, which eases communication. Children who have a learning difficulty or disability have their individual needs met, as the staff seek advice and support from outside agencies, such as speech therapists, to enable the children's progress. The staff adapt activities if necessary, to enable all children to participate.

The children are making very good progress in their learning and development. The staff carefully plan for their interests, encouraging the children to choose activities of their choice, working in partnership with the parents. They take part in a broad range of play that encourages their development in their mathematical skills, for example, making hand prints and comparing sizes. They learn about the importance of weight and measures when baking cakes and making biscuits. Dressing up clothes are freely available, which the children make use of during imaginative play, when pretending to be characters of their choice. They listen to music and play various instruments, deciphering the changes in sounds. A wide range of books are within their reach, which they enjoy looking at, whilst learning that print has meaning. The staff read stories, using their voice intonation to create interest and suspense. Major religious festivals are celebrated, including the Chinese New Year and the children taste foods from around the world. They also learn about their local environment, going for trips to the local shop to purchase food for their snack and for picnics in pleasant weather. The garden, however, requires some attention, as currently it is not conducive for a wide range of physical activities that will enable the children to enhance their development in all six areas of learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met