

Butterflies Nursery School Day Care of Children

56 William Fitzgerald Way
Dundee
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Type of inspection:
Unannounced

Completed on:
8 March 2023

Service provided by:
Stacey Myles trading as Butterflies
Nursery School

Service provider number:
SP2010978495

Service no:
CS2010251360

About the service

Butterflies Nursery School provides a daycare of children service in Dundee. The service is registered to provide a care service to a maximum of 36 children not yet attending primary school at any one time. Of those, no more than nine children are aged nine months to under three years; no more than 26 are aged two years to those not yet attending primary school full time.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 03 March 2023 between 08:30 and 16:00. Feedback was shared with the service on 08 March 2023. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- observed practice and daily life
- spoke with staff and management
- reviewed documents
- spoke with children using the service and seven of their family members.

Key messages

- Children received nurturing care and support from staff who were kind, caring and responsive to their needs.
- Communication with families was very good, supporting them to feel involved in their child's care.
- Staff were passionate about developing their own skills and knowledge, sharing learning together as a team, to develop practice.
- Staff should continue to develop their knowledge and confidence to support, extend and provide challenge within children's play and learning, as appropriate.
- Staff worked well together to maintain effective supervision of children.
- A robust approach to self-evaluation had been implemented, which influenced the on-going improvements within the service.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children received nurturing care and support from staff who were kind, caring and responsive to their needs. One parent shared that they felt staff were, 'very attentive, nurturing, friendly and support my child in any needs that she has'. Attachments between staff and children were evident, as they were attentive to children's needs and recognised their cues effectively, for example, offering cuddles, comfort and redirecting children to activities. Staff were observed sharing the 'family tree,' with a child who had become upset in the 0-3 room and this supported the child to feel safe and secure. Staff in the 2-5 room knew children well and could talk about their interests. One parent commented, 'I have always felt completely supported and reassured by the entire team at Butterflies'. These strong attachments meant children felt loved, valued and secure.

Personal plans and All About Me forms detailed children's likes, dislikes, routines and needs. These were reviewed every six months in partnership with families. Management shared that these had recently been developed to provide a more in depth overview of children's individual routines. This ensured that children's needs were met and acted upon at the right stage. One parent commented that their child's personal plan was regularly updated and they have 'frequent opportunities to provide feedback'. Children's individual needs were carefully considered to help ensure consistency of care from home to nursery. Staff worked proactively with other professionals, when required, to identify best next steps, to support children, to ensure positive outcomes. This demonstrated effective partnership working, which ensured continuity of care and support for children.

Children had the opportunity to rest or relax in a quiet sensory space within the 0-3 room. Children accessed the calming area, which included soft furnishings, to relax and take part in quieter activities during their play. This created a nurturing space and supported children to relax, rest and sleep, when required.

Children's medication was stored safely and was clearly labelled. We asked the service to review the information gathered, to ensure a robust approach in identifying signs and symptoms, when children may require medication. Long term medication should be reviewed every three months. We signposted the service to the document, 'Management of medication in daycare and childminding services'. This would ensure children's health needs were met.

Mealtimes were a positive and sociable experience for children. Staff were well positioned around the table to support children to learn the rules and routines. Children developed life skills as older children self-served their lunch and younger children were offered the opportunity to serve their pudding. Staff could consider further methods to develop younger children's independence, for example, providing knives for children to learn to cut up their own food. The service had identified the need to further develop elements of self service. Children's allergies were catered for, as alternative food and drinks were provided. This meant that children experienced a safe and nurturing mealtime.

Quality Indicator 1.3 – Play and Learning

Children were happy, settled and busy within play, which promoted choice and independence. Planning approaches were child-centred and responsive to children's interests. Floor books were used to capture and record children's participation in activities and experiences, for example, a recent interest in sharks and under the sea were evident across the rooms. This demonstrated that children's interests were nurtured.

Some staff were observed engaging children through effective questioning within play experiences, to extend and challenge learning. Children in the 0-3 room were observed developing their investigation skills, as they explored the trajectory of balls along pipes. In the 2-5 room children enthusiastically participated in an activity with the manager, where they developed their critical thinking skills. There were many missed opportunities to extend and challenge children's learning beyond these experiences. Staff were observed being kind and praising children, however they used closed questions and did not contribute to play effectively, which meant children were not challenged. We discussed with management the missed opportunities, where staff could have extended children's learning.

Some staff were good at incorporating numeracy into the children's play, through counting and using mathematical language. However, there were limited opportunities for children to naturally explore their literacy and numeracy learning and most interactions with staff were limited in progressing these. Singing was a natural part of children's experiences and adults encouraged this across the session in the 0-3 room, for example, as children washed their hands and in play. Children demonstrated that songs were a part of their routine in the 0-3 room, as they confidently participated in group songs and rhymes, following the actions. Opportunities for younger children to learn new words through repetition and modelling were limited. Challenge within children's learning across both rooms should be developed. This should include planned and spontaneous experiences, to progress children's skills and learning development.

Children had regular opportunities to participate in outings in the community, including, visits to the local library bus, care home, local woods and links with the community ranger, where children have planted trees. Parents spoke positively about children's opportunities within the community. One parent shared that their child loves borrowing books from the nursery library. Another shared, 'She loves going for walks, playing in the nursery garden, going to the park, to see the horses and trips to the community too'. This developed children's awareness and sense of belonging within the community.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 2.2 - Children experience high quality facilities

The nursery was safe, secure and provided a welcoming and nurturing environment for children to take part in play and learning. The playroom benefitted from natural light and ventilation. Furniture and resources were of a high standard and organised to promote free flow play. Children had ample space to move freely between areas and participate in activities of their choosing. Quiet areas had been developed to support children's wellbeing and provided a space for rest or relaxation. Children's photographs, artwork and mind maps were displayed around the setting giving children the strong message that they mattered.

A range of loose parts play and choice across experiences provided children with opportunities to develop their imaginations, curiosity and creativity. Resources were age appropriate and easily accessible in storage baskets and drawers. As a result, children had fun and enjoyed their play throughout the day.

The outdoor area was safe and secure and provided children with free flow access to the garden. We saw children being active, participating in risky play and role playing whilst in the garden. We suggested that some staff could further develop their own confidence, as children explore risk within their play experiences. Free flow access to the outdoors allowed children to be healthy, have fun and develop skills.

Staff were clear about their roles and responsibilities in maintaining a high standard of infection prevention and control practices at key times. Children were supported to wash their hands at appropriate intervals throughout the day, including before and after mealtimes and when coming inside from outside play. We highlighted that staff should maintain this standard when following displayed nappy changing procedures. As a result, children benefitted from a service that promoted their health and wellbeing.

Risk assessments were in place for a wide range of areas and considered risks and actions to reduce these. These were regularly reviewed, which maintained children's safety.

How good is our leadership?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The service were in the process of developing their vision, values and aims to reflect the provision provided. Children and families were consulted throughout this process, as they shared their 'hopes and wishes'. This demonstrated effective partnership working with families, as their views were respected and influenced the positive culture of the service.

The service actively sought the views of children, their families and the community in the development of ongoing improvements. Effective communication was shared with families through daily informal chats, newsletters, the Facebook page, questionnaires and opportunities to share and participate in learning together at home with their child. The service were responsive to information gathered from families and shared the impact and learning from this using a 'you said, we did' format. One parent commented that the information shared can sometimes vary when speaking to newer staff. Another parent said that they were regularly involved and had opportunities to share their thoughts and opinions. Stay and play sessions had been reintroduced, which provided a valuable opportunity for families to be involved in their child's play and learning. This provided opportunities for effective sharing of information between staff and families.

Children were regularly consulted, and their voices were captured on mind maps. For example, children had recently been asked about their favourite area in the nursery. This valued children as active participants in the service, as their views were heard and acted upon.

An improvement plan was in place and staff were fully involved in taking forward the main priorities. We suggested that management could further review the impact of any improvements made, to further support positive outcomes for children and their families. Regular team meetings supported ongoing improvements and provided opportunities for information sharing. A quality assurance calendar supported this robust approach and evidenced tasks, as completed and any gaps. This provided an effective tool in managing audits, monitoring and ensuring staff maintained their SSSC registration.

Policies and procedures were in place to provide safe practice within the service. We made suggestions to some policies and these were promptly actioned by management during the inspection process. This meant that policies were in line with best practice and guidance.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3 - Staff deployment

The team worked well together, which created a positive atmosphere, where staff were courteous and respectful to each other. One parent commented, 'The staff at Butterflies are fantastic'. Staff displayed warmth and kindness which enabled children to feel valued, loved and secure. Staff recognised the importance of nurturing, warm, responsive attachments and interactions. One parent commented, 'Staff are very friendly, professional and constantly working hard to provide a safe, fun and caring environment'. As a result, a happy, safe and relaxed environment was provided for children.

A culture of continuous professional development had been established within the service. Staff had all undertaken core training and made good use of other additional training, to help improve their practice. Staff reflected on their training and were able to discuss the impact of this with us. They were enthusiastic and passionate about recent training, such as 'Bookbug,' 'ABC and Beyond' and 'Forest Kindergarten'. Training was shared as part of staff meetings, which provided opportunities for consistency in children's experiences. This valued staff as leaders in learning.

A well-managed and organised staff team supported children's health and wellbeing. Consideration had been given to busier times of the day, to ensure ratios were upheld and children were well supported. Staff were clear on their roles at busier times of the day, supporting effective supervision and transitions. Staff were observed communicating well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. For example, staff were naturally observant of the numbers of children outside increasing and redeployed themselves effectively. This ensured there was no disruption to children's play and learning.

There was a mixed range of staff skills and experience within the team to support children. A mentoring program provided support and development for newer staff members. Staff spoke positively about the opportunity to gain experience from one another and learn their roles and responsibilities. This demonstrated that staff were committed and dedicated.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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