

# Butterflies Childcare Limited

Inspection report for early years provision

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**Unique reference number**

EY420062

**Inspection date**

07/06/2011

**Inspector**

Linda Close

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Butterflies Childcare Limited registered in 2010. The nursery is located in a detached two storey building situated in a mixed light industrial and residential area of Wimbledon in the London borough of Merton. There is a kitchen, three play rooms, a staff room, office, suitable bathroom facilities for children and adults and an enclosed garden at the side of the building which is used for outdoor play. Access to the building is level and toilet facilities and one playroom are on the ground floor. However, there is a flight of 16 stairs up to the first floor playrooms and there is no lift. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 28 children may attend the nursery at any one time and all may be in the early years age group although only 20 of the children may be under two years of age. The nursery employs 12 members of staff who work with children and the two joint providers also work with children but they are supernumerary. A chef is employed to prepare meals on the premises. More than half of the staff hold relevant early years qualifications. The nursery is open from 7.30am to 6.30pm every weekday throughout the year closing only for bank holidays and for one week between Christmas and New Year. There are currently 45 children on roll ranging in age from five months to four years. Children attend for a range of hours.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure in the nursery and they enjoy their free play and adult led activities. A good working partnership has been established with parents and carers. Staff and parents share useful information about the children's health and their home routines and this helps the staff to meet their individual needs at the nursery. Older and younger children are making good progress given their age and starting points. The providers evaluate the setting's provision in relation to children's care and learning effectively overall. They are very keen to develop this new nursery and they actively encourage staff to develop professionally.

## What steps need to be taken to improve provision further?

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

- explore local parks and play areas to enable older children to enjoy energetic play in an open space and to give them access to climbing and balancing equipment that provides appropriate challenge
- develop further the current programme of activities planned to broaden children's knowledge and understanding of the world around them.

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

Safeguarding children is given a high priority in the nursery. The providers have taken active steps to ensure that staff are well informed about safeguarding through refresher training and discussion. They have relevant contact information to hand for communicating any concerns to relevant outside agencies and they have devised a whistleblowing policy to enable the staff to take action if they have concerns. Steps taken to keep children safe include staff storing their mobile phones in the office, staff avoiding lone working and suitability checks for all staff which are carried out at the time of their employment.

An effective overall self evaluation exercise is undertaken by the joint providers with input from the staff team. This work has led to an audit of matters which include emergency evacuation routines, grouping and the use of space, all of which have been reviewed and improved. The providers are eager to develop partnership working and they are making plans to assist children when they transfer to primary schools in the future. Staff have benefitted from assistance given by local authority development workers who have given good advice about improving planning and record keeping systems. These systems are working well to support children in their learning in most areas. The providers are very keen to secure the ongoing improvement of the provision at the nursery. They arrange training events and to encourage and support the staff they send them on training courses leading to National Vocational Qualifications at level 3 and two members of staff are studying at degree level.

Children have good quality toys, furniture and resources indoors and they can access their toys easily. The outdoor area is attractive, shady and very well resourced for the younger members of the group.

A member of staff who has experience in this field holds a position of responsibility for supporting children who have learning difficulties, although there are currently none on roll. She is shortly to attend update training to ensure that her knowledge and skills remain current. Children who hear other languages spoken at home are supported effectively and their progress in speaking English is good. The providers ensure that the programme of activities over time includes celebrations from different cultures. Story books and resources reflect a range of cultural backgrounds.

Staff warmly welcome parents into the setting each day. Parents are eager to take an active part in nursery life and parent representatives have volunteered to share ideas and points of view with the provider and staff at meetings which are planned for the near future. Regular newsletters, displayed plans and daily diaries provide parents with up to date information about day to day events. Parents are able to share their child's progress files at any time.

## **The quality and standards of the early years provision and outcomes for children**

Younger and older children are busy and happy in the nursery and their behaviour is good. Staff guide children without raising their voices and their explanations and distraction techniques work very well. Children recognise the 'tidy up song' that staff sing when it is time to put away their toys and the children are helpful.

Children's relaxed body language demonstrates that they feel safe in the nursery. Babies calmly accept cuddles from the staff, who are attentive and reassuring. They soothe any children who are upset and they quickly notice if children are tired and in need of a rest. Older children are confident and they welcome visitors and invite them to join in their play. Staff stay with the children when they are sleeping to reassure them that they are safe.

Open windows keep fresh air circulating in all rooms. Staff change nappies hygienically making good use of disposable gloves, aprons and anti-bacterial sprays. Children learn how hand washing routines are important for their good health. The nursery cook provides a healthy balance of meals and snacks which meet individual dietary requirements. A small outdoor area is used daily for healthy, energetic play in the fresh air. However, the outdoor area, although pleasant and suitably resourced for the younger members of the group, does not have sufficiently challenging resources for older or more mature children for climbing and balancing and insufficient space for running fast or fully exploring the uses of wheeled toys.

Children explore materials which include dry porridge oats, compost and dough. Children enjoy play with 'Treasure Baskets' containing natural materials and chiffon scarves. The toddlers look at the world through the scarves and laugh out loud when staff play peek-a-boo with them. Older children explore the outdoor area with magnifying glasses showing a keen interest in tiny spiders weaving their webs. However, the nursery has not made full use of the local area as yet to broaden children's knowledge and understanding of the wider world.

The development of children's early communication skills is good. Staff talk children through their activities to extend their vocabulary and understanding. Children have easy access to a good range of books and there are labels all around the rooms to show children the use of writing. Children enjoy making lines and swirls on the paper in preparation for writing at a later stage. Some older children have already moved on to writing their own names. Staff engage children in lively games that help them to recognise numbers. Younger children are learning the names of colours and shapes and they are engaged in early sorting activities. Children have easy access to battery operated toys that help them to learn about cause and effect. The older children manage the computer mouse well and they select programmes independently. They have worthwhile software including matching games, memory games and a paint programme which they use confidently. The activities and resources help children to develop skills for future 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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