

Butterflies Childcare Limited

20 Beulah Road, Wimbledon, London, SW19 3SB

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| Inspection date | 20/05/2013 |
| Previous inspection date | 07/06/2011 |

| The quality and standards of the early years provision | This inspection: | |
|----------------------------------------------------------------------------------------|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff have positive working relationships with parents, making sure they provide parents with daily feedback about their children's day.
- Children have secure, trusting relationships with their key person. Consequently, they are settled and growing in confidence.
- Staff understand their duties and responsibilities towards safeguarding children and appropriately follow all the policies and procedures relating to the protection of children.

It is not yet good because

- Some staff lack a good understanding of how to skilfully question children and use resources effectively in order to promote and extend children's learning and development.
- Children do not have consistent access to information and communication technology in order for them to develop their knowledge and skills of how to operate such equipment and learn about its purpose and function.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in children's rooms and the garden.
- The inspector had discussions with parents and staff.
- The inspector sampled a range of documentation including children's records and development records.
- The inspector discussed safeguarding procedures, the deployment of staff and the supervision of the children.
- The inspector invited the manager to carry out a joint observation.

Inspector

Christine Bonnett

Full Report

Information about the setting

Butterflies Childcare Limited registered in 2010. The nursery is located in a two storey building in 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. There is 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. There is a flight of 16 stairs up to the first floor playrooms and there is no lift. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children aged from 10 months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who speak English as an additional language. The nursery employs 13 staff, all of whom hold appropriate early years qualifications. This includes one member of staff who holds Qualified Teacher Status and another who holds Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff's knowledge and understanding of how to promote and extend children's learning and development.

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

- improve opportunities for children to learn the purpose and function of information and communication technology to develop further their skills in understanding the world.

Inspection judgements

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

Children are happy in the nursery and generally make sound progress in their learning and development. Parents give staff a wealth of information about the children when they start the nursery to help to ensure that the care provided is appropriate and consistent. Effective systems are in place to observe and assess the children as they play in order to identify the next steps in their individual learning journey. Staff prepare reports for the required progress check for children when they are aged between two and three years.

These cover the three prime areas of learning and enable parents to read how the children are progressing.

The nursery has recently improved the planning to appropriately make sure that they include the needs of all the children. However, there is inconsistency in the quality of teaching and learning in some of the rooms within the nursery, which has an impact on the children's development. Some staff do not demonstrate a secure understanding of how children learn or how to make good use of the available resources to extend children's learning. For example, when using small building blocks, some staff do not encourage children to recognise shapes and colours or to count and match to support the children's mathematical development.

Children enjoy sitting with staff and listening to their favourite stories. Older children show pleasure as they anticipate what happens next in a story, which helps them develop their literacy skills. They also respond excitedly to the phonic song, which staff use to help children link sound to letters in preparation for their next stage of learning at school. Toddlers enjoy playing in the water tray and staff increase their understanding of the world by talking to them about the fish that live in the sea. Young babies sit and join in the actions as staff sing rhymes and use musical instruments to tap out the sounds. Older children enjoy making up imaginative make-believe games in the role play 'hospital' corner. They practise writing on charts and using stethoscopes to check for signs of life. Although the nursery has a computer for the older children, it is not routinely available or turned on in order for children to be excited to use it and to develop the skills they will need to operate information and communication technology at school. Children speaking English as an additional language have support to settle and feel secure because staff learn words in their home language.

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

The children are generally happy and content in the nursery. The key person system helps all the children to form secure emotional attachments with staff. Babies grow in confidence because the staff care for them with warmth and affection.

Children learn the importance of adopting a healthy lifestyle. Some older children remember why it is necessary to wash their hands before eating and some can explain that eating fruit makes you strong. All children enjoy physical exercise indoors and outside. The garden provides a secure area for children to enjoy a range of activities, such as riding, digging and generally benefitting from running around in the fresh air. Children have fun in the weekly 'hip hop tots' session where they move to music at different speeds and use different equipment, such as wafting scarves. This helps children develop their coordination and balance. Children also visit a local venue each week for football training where they have space to further develop bodily control and benefit from physical exertion.

Children receive nutritious meals and snacks that take account of individual dietary needs.

Meal times in most rooms are calm and social occasions. Older children develop independence because the staff support and encourage them to serve themselves with their food. They also help prepare the fruit at snack time.

The nursery has plenty of resources in all the rooms for the children to use to promote all areas of learning. Children engage well in their play as they are keen to join in and explore the play materials. Children's behaviour is generally good and they show they feel and keep safe within the nursery. This is because the staff teach them about what is expected of them and remind them not to run indoors in case they fall. Staff appropriately manage any squabbles using positive and age-appropriate methods.

The staff use appropriate systems to help children transfer from one room to another within the nursery so that each child feels comfortable and happy. Staff share informative reports about the children's progress and individual needs in order to help smooth the change from one room to the other. Staff help prepare older children for their move to school. The staff promote children's personal and social development by helping them to develop the essential skills they need at school. These include taking care of their personal hygiene needs and being able to dress and undress themselves.

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

All staff understand and adhere to the nursery's safeguarding and supervision policies and procedures, in order to keep children safe at all times. The manager is the designated lead person for safeguarding within the nursery. She had attended appropriate training to equip her for this role, and updates her safeguarding knowledge annually in order to oversee the well-being of the children appropriately. There are robust recruitment procedures in place to safeguard children, ensuring that all staff undergo the necessary vetting to check that they are suitable to work with children.

The manager maintains an overview of how the staff implement the learning and development requirements. She is implementing significant changes to bring about consistency in the delivery and quality of teaching and learning in all rooms, in order to improve outcomes for children. The management use a supervision and appraisal system to identify staff's training needs and to address underperformance. The continuous professional development of all staff is encouraged in order to continue to raise standards.

The manager and her staff reflect on their practice and identify areas for development. The manager attends management meetings to discuss new ideas and welcomes input from the local authority development worker to help staff improve their practice. Since the last inspection the nursery has introduced several new initiatives, including a 'sharing tree'. This is located in the hall and the nursery encourages parents to use it to share any significant events that have happened with their children at the weekend. Staff talk about these events with the children and parents benefit from being involved with the children's learning at home. The nursery's plans for the future include strengthening ties with the local schools in order to further support children as they move on to school.

Parents receive written information on a daily basis about how their children have spent the day. They also receive regular newsletters to keep them up to date with topical events and information about the nursery. Parents comment that they like the nursery and have good levels of communication with staff about how their children are progressing. They also comment that they can see their children making progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. 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

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| Unique reference number | EY420062 |
| Local authority | Merton |
| Inspection number | 889843 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 38 |
| Number of children on roll | 43 |
| Name of provider | Butterflies Childcare Limited |
| Date of previous inspection | 07/06/2011 |
| Telephone number | 02077364471 |

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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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