

Butterflies Pre-School

3 Beulah Road, Wimbledon, London, SW19 3SB



Inspection date	7 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team does not have an effective system to support staff in assessing and monitoring risks, although staff complete daily checks and identify obvious hazards.
- There are inconsistencies in the quality of the induction of new staff, resulting in some staff being unclear on some processes and working practices. Arrangements for the ongoing management and training of staff are not well established and do not support all staff to understand their roles and improve their teaching practice.
- Staff working with the younger children do not always assess children's progress precisely enough to accurately identify their next steps in learning. They do not consistently plan challenging activities that help children to make good progress.
- The deployment of staff working with the younger children is not fully effective and staff are not always able to focus attention on ensuring that children are appropriately engaged. At these times, children become unsettled and restless.
- Self-evaluation is not strong enough to identify all areas where improvement is needed.

It has the following strengths

- Staff interact well with the older children. For example, they ask questions, help them to find solutions to problems and encourage them to think for themselves. Older children are clear and confident in speaking with others.
- Children enjoy nutritious snacks and meals. Children learn how to make healthy choices in relation to food.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that risk assessments are effective in identifying all aspects of the environment that need to be checked on a regular basis, when and by whom, and how risks will be removed or minimised 	14/05/2016
<ul style="list-style-type: none"> ■ improve the arrangements to induct, coach and mentor staff to ensure that they are all clear on their individual responsibilities and to raise the quality of teaching to a consistently good level 	14/07/2016
<ul style="list-style-type: none"> ■ ensure that staff working with the younger children undertake sensitive observational assessments to plan challenging and engaging activities and experiences to help children achieve their next steps in learning. 	14/07/2016

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

- improve the deployment of staff working with the youngest children during some parts of the daily routine
- make better use of ongoing self-evaluation to more accurately identify areas of practice that require improvement.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to during the inspection and through the results of the parent survey.
- The inspector carried out a joint observation with one of the deputy managers.
- The inspector spoke to staff, children and parents, and held a meeting with the owner and the manager.
- The inspector sampled paperwork, including policies and procedures, safeguarding information and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management requires improvement

Changes in the leadership and management team are beginning to drive improvements. The owner and manager undertake some useful reviews of practice and seek the views of staff, parents and children. For example, they now provide nutritious, home-cooked meals and have strengthened recruitment arrangements to help ensure the suitability of staff. However, they have not identified all weaknesses in teaching for younger children or in the risk assessment arrangements. Managers do not effectively induct all new staff to ensure they understand their roles or make the most of training and coaching to raise the quality of teaching. There are appropriate arrangements to ensure that all staff know how to identify concerns about a child and how to respond. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent throughout the pre-school. Some staff do not recognise valuable opportunities to extend younger children's learning. The lack of precision in some assessments means that staff do not always have a clear enough picture of individual children's abilities to understand when to offer them targeted support. Older children use their imagination well and receive good support to learn mathematics. For example, when playing with clay, older children made a dinosaur and identified the different shapes. All children enjoy developing their language skills, for example, as they sing songs and sing the alphabet. Older children begin to recognise which letters are at the start of their names.

Personal development, behaviour and welfare require improvement

Staff prepare older children well for moving on to new groups and school. For example, they share information with parents and children, and provide opportunities for children to visit their new setting and see the uniform they will wear. Staff help children to develop practical skills to help them cope with the routines they may need to follow in future. For example, all children use china plates and stainless steel cutlery to serve and eat meals. However, weaknesses in the deployment of staff result in the youngest children sitting for a long time waiting at mealtimes and waiting on mats for activities to start while other children are playing around them. At these times, children become slightly unsettled although, overall, children behave well in the pre-school.

Outcomes for children require improvement

Despite the inconsistencies in the quality of teaching, most children make steady progress and gain suitable skills that prepare them for their next stage in learning. Older children enjoy their freedom to learn through practical experiences, for example, as they gain skills in using the mouse to operate computer programs. Younger children also enjoy exploring, for example, as they lift logs and find slugs in the garden.

Setting details

Unique reference number	EY482612
Local authority	Merton
Inspection number	1044611
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	56
Number of children on roll	30
Name of provider	Butterflies Childcare Limited
Date of previous inspection	Not applicable
Telephone number	02085450059

Butterflies Pre-School registered in 2014. It is part of Butterflies Childcare Limited and is located in the London Borough of Merton. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery employs 10 members of staff, seven of whom hold appropriate early years qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

