

Butterflies Pre-School

3 Beulah Road, Wimbledon, London, SW19 3SB



Inspection date

24 January 2017

Previous inspection date

7 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and staff have made successful improvements to meet the requirements of the early years foundation stage following the last inspection. They have worked together well to reflect effectively on their practice and make the necessary changes to improve the service they provide.
- Leaders ensure children play in safe environments. They review risk assessments regularly. Staff are aware of potential risks to children as they play and explore, and they take steps to minimise these.
- Staff observe children's progress closely and identify their next steps in learning accurately. All children make good progress.
- Staff provide children with a good range of opportunities to be physically active. For example, children enjoy taking part in sports sessions and staff provide active outdoor learning opportunities, such as looking for shapes in the park.
- Staff are caring and attentive to children's needs. They settle children in well and form strong bonds with them. Children are happy and secure.

It is not yet outstanding because:

- Some planned group activities for younger children are not organised as well as possible and occasionally some children become slightly restless and distracted.
- Some staff do not recognise when children need more time to respond to questions and develop ideas for themselves.

What the setting needs to do to improve further

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

- improve the planning of group activities for the younger children to engage them more fully
- help staff recognise when children need more time to explore and develop ideas for themselves to challenge their thinking skills even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Leaders have improved the way they monitor staff performance and support their ongoing development. A thorough induction programme is in place for new staff. Leaders observe staff regularly, providing feedback and coaching to help them extend their practice. For example, recent training has helped staff to develop their understanding of the observation and assessment system. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. Partnerships with parents and other providers are strong and provide continuity in children's learning and development. Staff update parents on their children's progress regularly and support their learning at home.

Quality of teaching, learning and assessment is good

Staff respond well to children's interests as they play and explore. For example, younger children exploring a water activity decided to make 'hot chocolate' drinks, and older children worked together outside to develop a 'haunted house' game. Staff are skilled in helping children develop their early literacy skills. For instance, they encourage younger children to use actions to respond to events in stories and older children to practise their early writing. Staff plan a good range of opportunities for children to learn about the world they live in. For example, children celebrate a range of festivals and enjoy role-play activities that include foods from around the world.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They manage children's behaviour effectively. Leaders and staff have improved routines, such as arrangements at lunchtime, and ensure that children have a good range of opportunities to lead their own play. Staff support children's independence well. They give them lots of opportunities to become independent in managing their own needs. For example, children serve their own meals, clear plates when they have finished, and put on their outdoor clothes. Staff support healthy lifestyles effectively. For example, they teach children about good hygiene routines and provide them with healthy, nutritious meals, snacks and water.

Outcomes for children are good

Overall, children are engaged and motivated to learn. They gain confidence and independence as they develop a good range of skills that prepare them well for their future learning. Children develop good conversational skills. For example, during role play they express their imaginative ideas clearly to their friends. Children make good progress in their mathematical understanding. For instance, older children use the language of time confidently and count accurately. They develop good social skills and happily involve friends and staff in their play.

Setting details

Unique reference number	EY482612
Local authority	Merton
Inspection number	1048425
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	2 - 5
Total number of places	56
Number of children on roll	31
Name of registered person	Butterflies Childcare Limited
Registered person unique reference number	RP903551
Date of previous inspection	7 April 2016
Telephone number	02085450059

Butterflies Pre-School registered in 2014. It operates in Wimbledon, in the London Borough of Merton. The pre-school is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are nine staff. Of these, one holds early years professional status, two are qualified at level 6, and three hold qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged three and four years.

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