

The Butterfly Patch

1 Weston Avenue, Thames Ditton, KT7 0NB



Inspection date	21 September 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- All children make good progress, based on their starting points on entry. Gaps in achievement are promptly identified and targeted in readiness for school. Children who have special educational needs and/or disabilities are exceptionally well supported by dedicated and knowledgeable staff who source and secure high-quality specialist support for them.
- The nursery is very welcoming. The outdoor play space is superbly designed and resourced to support children's understanding of the world and imaginative play.
- Staff work very effectively with parents and all the external agencies involved with children to ensure they receive consistent support. Parents greatly appreciate the high levels of communication maintained between them and their designated member of staff about children's progress.
- Staff promote children's good health and independence very well. Children take part in a wide range of outdoor experiences and physically challenging activities.
- Managers ensure parents, staff, children, and all the external agencies involved with the nursery are included in their self-evaluation processes. Priorities for improvement are astute and well targeted.

It is not yet outstanding because:

- Staff are not confident in supporting children's mathematical development. They miss some opportunities to encourage children's understanding of shape, weight and measure.
- Children are not fully challenged in art and design. Staff do not encourage them enough to create and represent their own ideas.

What the setting needs to do to improve further

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

- develop the knowledge and skills of staff further to help children make even better progress in mathematics, particularly with regard to shape, measure, weight and capacity
- challenge children to represent more of their own ideas in art and design.

Inspection activities

- The inspector observed all groups of children engaged in activities and staff's interactions with them, indoors and outdoors.
- The inspector sampled a range of documentation related to safeguarding, children's progress, staff suitability and self-evaluation.
- The inspector sought and took account of the views of parents.
- The inspector held a meeting with the providers and manager and conducted joint observations with them.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Risk assessment is used well by staff and managers to help ensure children's safety on the premises and while on outings. Leaders and staff all have a clear understanding of their individual responsibility for monitoring children's welfare and acting on any child protection concerns. Arrangements for recruiting, vetting and inducting new staff are rigorous and effective. Managers are ambitious and united in their vision to further develop staff's knowledge and skills. For example, staff who are assigned lead roles for behaviour management and special educational needs and/or disabilities have completed advanced training. Every member of staff has a professional development plan that is well monitored and supported by managers. Managers use effective strategies for tracking the progress of groups of children and, overall, for monitoring the effectiveness of staff's planning for children's individual needs.

Quality of teaching, learning and assessment is good

Staff track and plan effectively for children's progress. They support children's communication and language and promote literacy very well. For example, while seated at the wheel of the 'real' car, which has been completely adapted to support safe play, staff ask two-year-olds where they are going. Children think about this carefully before announcing 'the seaside'. Staff skilfully build on this idea with comments that inspire children's thinking and more articulated descriptions. Staff enthral pre-school children with their storytelling skills and successfully involve them in telling stories from books as well as making up their own, for instance, by using picture cubes. Staff make good use of the stimulating sensory room to support the needs of non-mobile babies, who enjoy crawling around the soft padded area to observe all the different fibre-optic stimuli.

Personal development, behaviour and welfare are good

Staff maximise opportunities to build strong emotional bonds with their key children, for example, when feeding babies their bottles and meals and when changing their nappies. Older children are provided with good opportunities to talk about their feelings and are well guided by staff to develop tolerance of each other's differences. Staff are patient, kind and skilled in helping children develop positive behaviour. Staff successfully promote equality and diversity. For example, older children enjoy taking part in activities to mark diverse traditions. Staff vigilantly ensure they maintain good hygiene standards.

Outcomes for children are good

Children develop all the necessary skills to prepare them for the next stage in their learning. They enthusiastically engage in play and learning. Children confidently ask questions and listen well to stories and instructions. They are sociable and well behaved. Children develop good small-muscle skills. For example, they competently use small tools such as tongs and go on to develop good pencil control. Although pre-school children are not fully challenged in mathematics, they develop good numeracy skills and an understanding of basic shapes.

Setting details

Unique reference number	EY500367
Local authority	Surrey
Inspection number	1056317
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	53
Number of children on roll	85
Name of registered person	Childrens Day Care Company Limited
Registered person unique reference number	RP901104
Date of previous inspection	Not applicable
Telephone number	07878114630

The Butterfly Patch registered in 2016. The setting provides full-day care and education for children aged from three months to five years. Opening hours are from 7.30am until 6.30pm, Monday to Friday throughout the year, except bank holidays. The setting receives funding to provide free early education for children aged two, three and four years. There are currently 17 members of staff employed, including the manager. Of these, one holds a BA Honours in Early Years Childcare and Education, one holds a childcare qualification at level 4, five staff hold childcare qualifications at level 3, and three staff are qualified to level 2. Seven staff are working towards achieving an early years qualification.

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