

Inspection of Butterflies Childcare

20 Beulah Road, Wimbledon, London SW19 3SB

Inspection date: 14 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The manager and her staff team create a warm and welcoming environment where children demonstrate that they feel happy, safe and secure. Staff get to know children well. A successful key-person system and flexible settling-in sessions help staff to find out valuable information that assists them in quickly settling children into nursery life. Babies are very contented. They enjoy cuddles and comfort, alongside a wide range of interesting activities, such as mark making with chunky crayons and exploring real-life food in the role-play area. Toddlers are inquisitive. They are supported well in using their senses as they explore water and bubbles or a mixture of rice and noodles. Overall, teaching is good and staff help children to learn as they play. In most areas, expectations are appropriately high and staff skilfully adapt activities according to children's abilities. They place a good focus on those children who speak English as an additional language, to ensure they make good progress from their starting points. Children show tolerance, awareness and concern for others as they play together and share toys. However, the organisation of group times sometimes hinders potential learning opportunities, and children's physical development is not promoted as well as it could be.

What does the early years setting do well and what does it need to do better?

- Staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that reflect the children's individual interests and what they need to learn next.
- Children have frequent opportunities to develop their independence. They select their own resources from a wide range of activities on offer and toddlers confidently feed themselves at mealtimes.
- There is genuine care given by staff to supporting children's emotional well-being. Babies tenderly look for their key person and smile as they enter the room. Toddlers receive constant encouragement and praise when they attempt to do things for themselves. Children behave well because they know what is expected of them.
- Staff interactions with children are positive and are used well to motivate children to join in and have a go. Staff support children's early communication skills effectively. For example, they model good language skills, describing what young children are doing and providing new words to build on their vocabulary.
- Very strong relationships are fostered with parents, who praise the nursery highly. A wealth of information is shared by the staff team with parents about their children's care and early learning. Staff give support to parents and encourage them to be involved in their children's learning. For example, parents are invited to Makaton classes and are given ideas to extend children's learning at home.
- The dedicated and committed manager works well with her staff team to

evaluate the effectiveness of the nursery. They have regular meetings and, together, reflect on practice and identify areas for further improvement. The manager also takes into account the views of parents and uses this information to make improvements to the nursery. For example, following recent feedback from parents, children now attend regular outings to local parks, farms and woodland areas.

- At times, group times are not organised as effectively as possible to maximise all children's learning. As a result, children sometimes become distracted and lose interest in the activity.
- The manager carries out regular observations of the staff and provides supervision sessions, including providing staff with some coaching to improve their practice and personal effectiveness. As a result, teaching has improved and staff are using their recent training in using visual aids to support young children's communication skills.
- The manager monitors the quality of observations and assessments completed by staff. Swift action is taken to address any gaps in children's learning. Consequently, all children make good progress.
- Staff plan a rich and varied curriculum that reflects children's individual interests. Children benefit from the highly stimulating learning environment. However, staff do not give the same consideration to challenging children's physical skills as they do to other areas of their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The staff have a thorough knowledge of child protection procedures. They have undertaken regular training to help them to recognise possible signs and symptoms of abuse and identify when a child might need additional support. Robust recruitment procedures are implemented and the staff's ongoing suitability to carry out their roles and responsibilities is frequently checked. The staff ensure that children are able to play in a safe and secure environment. They conduct detailed risk assessments and follow stringent policies and procedures.

What does the setting need to do to improve?

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

- develop the already good opportunities children have to enhance their physical skills, to challenge and stimulate even further their natural interest in climbing
- review the organisation of larger-group times in order to maximise children's learning opportunities and their engagement and participation levels.

Setting details

Unique reference number	EY420062
Local authority	Merton
Inspection number	10106611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 2
Total number of places	27
Number of children on roll	27
Name of registered person	Butterflies Childcare Limited
Registered person unique reference number	RP903551
Telephone number	02085401155
Date of previous inspection	6 April 2016

Information about this early years setting

Butterflies Childcare registered in 2010. The nursery is located in Wimbledon, in the London Borough of Merton. It is a dedicated unit for children up to two years old. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. There are 11 staff, including the provider. Of these, six hold appropriate early years qualifications and the provider has qualified teacher status.

Information about this inspection

Inspector
Becky Phillips

Inspection activities

- The inspector completed a learning walk in the nursery with the manager to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the manager and the inspector.
- The inspector held discussions with staff, parents and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held a meeting with the manager and sampled relevant evidence of the suitability of staff working at the nursery.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020