

# Inspection of Flutterbies Childcare LLP

Benwick Children's Centre, High Street, Benwick, Cambs PE15 0XA

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Inspection date: 24 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle in quickly and form close bonds with their key person. They readily seek comfort from staff, especially if they are tired, upset or unwell. Children have their interests and fascinations recognised and these are used to develop their learning. For example, a toy from home sparked a whole week of dinosaur-themed activities. Children have extensive opportunities to acquire a love of books, songs and rhymes. They are seen and heard listening to stories or singing throughout the day. Children can also access information texts, for example a book about diggers in the building area.

Children of all ages display a positive attitude to learning. Younger children enjoy many sensory experiences. For instance, they add rose petals and leaves to play dough. Staff sensitively encourage children to explore and play. Children develop new skills as they investigate. For example, they discuss worms when digging in the waterlogged vegetable patch.

All children benefit from daily exercise and enjoy the time that they spend learning outdoors, walking to the village or jumping in puddles. Children experience messy play and mud every day. They use real items like hammers and plates to develop their skills and imagination. Children are safe, independent and very content in this setting.

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

- Staff take the time to get to know children and families really well when they first start at the setting. They work closely with parents and gather information about their child's daily routines, likes, dislikes and what they need for comfort. They use this information to plan familiar care routines and toys according to children's interests. Staff are sensitive, calming and nurturing. This helps children to feel safe and secure in their care. Promoting children's well-being is at the heart of everything practitioners do. For example, staff share picture books and talk to the children about the different facial expressions and feelings seen. Children are friendly and kind towards others.
- Children with special educational needs and/or disabilities (SEND) make good progress. The staff ensure that all children have access to the activities and experiences on offer. Parents comment on how pleased they are with the progress and development their children make.
- Staff encourage children to be independent in meeting their own personal hygiene needs. Children know to wash their hands and help to prepare tables at meal and snack times. The setting employs a cook to prepare nutritious home-cooked meals each day. Children tuck in with delight while learning good table manners. Staff organise mealtimes effectively to help children develop their

conversation skills and understanding of healthy food.

- The setting is warm and welcoming, and practitioners have good relationships with parents. Their opinions are gathered regularly, and they have opportunities to attend parents' evenings throughout the year. Parents comment very positively about the care their children receive.
- The setting is very involved with the village community. They regularly visit local landmarks or invite parents in to talk about their work and home culture. For example, a nurse's visit led to three weeks of hospital role play. The setting is fully involved in the 'Benwick in Bloom' competition, working to plant flowers, create habitats and in litter picking around the village.
- Leaders continually strive to improve the setting. They secure additional funding to meet the specific needs of their children and wider community. For example, they buy story sacks and share them with the local primary school and childminder. The well-being of the staff is very important in this setting. Both managers and most practitioners have received training to be mental health champions. This has had a very positive effect on the workforce, children and parents.
- The practitioners fully understand how young children learn and know what to teach next, however, they do not always do this in a timely manner and some opportunities are lost. Children's behaviour is good and concentration levels are usually high, although occasionally the children's interest wanes and they move on to explore other areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are fully aware of their safeguarding responsibilities. The setting has very clear procedures and protocols in place for recording and reporting any incidents. Staff know the children and their families extremely well and are vigilant to any concerns about children's welfare. Risks are well managed; the learning environments are safe and secure. All visitors have their identification checked before being admitted to the premises. New staff members are subject to extensive background and suitability checks. Every staff member has a recent first-aid qualification. The managers fully support staff when incidents are logged and have a culture of following up referrals in a timely manner.

## **What does the setting need to do to improve?**

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

- make the most of every teachable moment and swiftly implement children's next steps in learning to promote their even greater focus and engagement.

## Setting details

<b>Unique reference number</b>	EY477932
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113198
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	43
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Flutterbies Childcare LLP
<b>Registered person unique reference number</b>	RP533709
<b>Telephone number</b>	01354 677733
<b>Date of previous inspection</b>	17 March 2016

## Information about this early years setting

Flutterbies Childcare LLP first opened in July 2014 and is privately owned. It offers full-day care for children aged between birth and five years old. It is open for 49 weeks a year from 7.30am to 6pm. It is in the village of Benwick, near Chatteris. It also runs a breakfast-, after-school- and holiday club for children who attend the village primary school, which is next door. The setting has two managers and employs 14 staff, all of whom hold a childcare qualification at level 2 or above. The setting provides funded early years education for two-, three- and four-year-old children, including those in receipt of early years pupil premium.

## Information about this inspection

**Inspector**  
Fiona Wood

## Inspection activities

- The inspector had a tour of the setting and made observations throughout the inspection of children's experiences.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the setting managers.
- The inspector held a meeting with managers. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

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.

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