

Inspection of Butterfly Lane Nursery

Sabbath Keeping Temple, Bassano Street, East Dulwich, London SE22 8RU

Inspection date: 8 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop warm relationships with staff and each other. This helps them to quickly settle in. Children engage well with activities and behave well. Staff have high expectations for children. They plan activities based on what children know and are interested in. Children build on the experiences that they enjoy when away from the nursery. For example, they learn about their local community and explore the natural environment on frequent local outings. Children understand how to manage their safety and health from an early stage. For example, toddlers hold onto a walking rope as they leave the building and know where to put their outdoor shoes before re-entering. Children show good humour and use their imaginations well. For instance, they smell pretend flowers and then loudly sneeze as they play.

Children receive good support for their emotional well-being, such as during their moves within the nursery and beyond. They make choices about what they want to do and express their ideas during activities. Children quickly gain confidence in their abilities and acquire positive social skills. Pre-school children learn to handle knives as they cut and prepare fruit before snack time. Girls self-select writing materials and concentrate for extended periods as they carefully write letters and create pictures. Toddlers learn more about how things work in fun ways. For example, they express delight when shadows and light are created as they use torches in dark, cosy dens. Babies snuggle into adults as they lift the flaps of books and point to illustrations during shared stories. This helps them to develop an interest in books.

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

- Staff plan enjoyable activities based on children's interests and ideas. They consider what children already know and can do, and build well on children's existing skills and knowledge. However, very occasionally, staff do not closely consider what they want children to learn during adult-led activities. Despite this, children demonstrate the good progress they make in all areas of learning.
- Staff help older children to recognise letters and the sounds that they make, such as during group story activities. Boys strengthen their hand muscles. For example, they pick up and sort small beads into narrow bottles. Staff provide effective support for children to acquire good literacy skills before their successful moves on to school.
- Children show that they develop good communication and language skills. Staff respond well to the non-verbal communication and utterances of babies. Staff sing and share stories often, and model good language. Children speak confidently with unfamiliar adults about what they enjoy and experience. Some children share their home language with staff from similar backgrounds.

However, not all children have the same opportunities to recognise and share their backgrounds and the language they speak at home.

- Staff plan activities that help children to develop their physical development, including when away from the nursery. For instance, babies practise how to balance their bodies. For example, they navigate steps or push buggies. Older children build their stamina on longer walks.
- Children have frequent opportunities to develop their independence and show that they enjoy completing tasks. For example, boys eagerly help to prepare the tables for lunch. Staff successfully help children to recognise their physical needs. They support children to achieve independence and manage their own self-care needs effectively.
- Staff are effective key persons, who build strong bonds with children and their families. Staff regularly share information about children's care and learning in accessible ways, and use the information they gather from parents well. Staff promote a shared approach and implement personal care routines effectively.
- Parents value the close relationships that staff build with their children. They appreciate the feedback they receive about their children's experiences. Parents speak highly of the strong community links that staff promote, for example by including children in frequent visits within the local area. They comment positively about the support that they get to help their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of the potential risks to children's welfare. They know how to correctly respond if safeguarding concerns arise, including if concerned about the behaviour or actions of a colleague. Staff work well with relevant agencies to help keep children safe. Leaders follow safe recruitment guidance. They support staff during their inductions to implement procedures, such as risk management for outings, effectively. Staff are vigilant and alert, and maintain accurate records of children's attendance and accidents. They demonstrate good understanding of school collection protocols. Children receive good support to understand how to keep themselves safe as they play and learn, including when away from the nursery.

What does the setting need to do to improve?

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

- enhance the support for staff to extend their teaching skills, so that adult-led activities better support what staff intend children to learn next
- strengthen opportunities for children to share and value their language and backgrounds.

Setting details

Unique reference number	EY553535
Local authority	Southwark
Inspection number	10174234
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 at time of inspection	1 to 7
Total number of places	50
Number of children on roll	35
Name of registered person	K & O Childcare Ltd
Registered person unique reference number	RP530273
Telephone number	07572610121
Date of previous inspection	Not applicable

Information about this early years setting

Butterfly Lane Nursey registered in 2017. It is one of two privately owned nurseries. The nursery opens Monday to Friday from 7am to 6pm, all year round. 11 staff work directly with children. Of these, seven members of staff hold qualifications at level 3 and two staff members hold qualifications at level 6. The nursery also employs a chef and a cleaner. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- A senior leader showed the inspector areas of the nursery and explained how children's learning and development are supported.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's learning.
- The inspector spoke with staff, parents and children as part of the inspection, and met with senior leaders.
- A children's activity was observed and discussed with the nursery manager.
- The inspector looked at documents. These included evidence of staff suitability, policies and evidence of staff professional development.

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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