

Inspection of The Butterfly Patch, Lower Morden

Lower Morden Lane, Morden, Surrey SM4 4SF

Inspection date: 10 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 are highly confident learners. They learn how to manage their own risks, for example when learning to climb trees safely. Children assess which branches they can reach as they move higher up the tree. Staff support less-able children in learning to identify which branches to use as foot holes to start their climb. This also helps to promote children's physical development. Staff also actively challenge stereotypical behaviours as they expertly support girls as well as boys to learn how to climb trees. Staff are highly skilled in building children's self-esteem and challenging them to try new experiences. Babies eagerly hold worms and spiders for the first time. They excitedly show staff how brave they are. Staff praise children which helps to boost children's self-esteem, who beam with pride.

Children thoroughly enjoy their time at the nursery, excitedly talking about how much fun they have and being with their friends. Leaders effectively use parental feedback to shape the services they provide. They have made recent changes to the settling-in procedures. These were changed due to the COVID-19 (coronavirus) pandemic and staff work with parents to make sure that children settle according to their individual needs. This helps to support good partnership working. All children work extremely well together. Younger children learn acceptable behaviour from older children. They know how to move safely between different forest school areas.

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

- Staff support children with special educational needs and/or disabilities (SEND) well. Staff attend regular meetings with other agencies to share children's progress and to help to set targets for children to work towards. All staff are aware of the targets for children with SEND and work together to teach these to them. Children make good progress from their starting points in learning.
- Staff are not consistent in teaching mathematics to older children, especially when in the forest school environment. For example, they do not use mathematical language consistently during activities to help support children's learning in this area.
- Staff promote children's natural curiosities extremely well. Younger children are actively encouraged to explore and forage for sticks and leaves. Staff teach children how to make marks in the mud and to dig using sticks. This helps to promote children's physical development.
- Leaders have a clear vision in place for the curriculum. Overall, they ensure that staff are fully aware of this and review curriculum plans to make sure that staff are teaching it to the children. Staff are fully aware of the impact that COVID-19 has had on certain groups of children, and have taken this into account within their curriculum planning.

- Staff are consistent in their approach to managing children's behaviour. Staff all use the same phrase of using 'kind hands' and remind children to use words to explain their feelings. All children are highly mindful of each other. It is evident, during forest school activities, that children of all abilities help each other. For example, they work together to build dens and wigwams out of sticks and branches. Children behave exceptionally well.
- Staff ensure that children have access to an enriched learning environment, which helps them to learn about the wider world in which they live in. Children learn to respect differences with each other and happily play and explore together. Children are highly mindful of others with SEND and help them during activities, enabling all children to participate.
- Staff are highly skilled in supporting younger children with new learning experiences. They expertly teach children how to crawl through 'portals' in the undergrowth. Staff teach children how to move in different ways so they do not catch their hair in the leaves. Staff use terms, such as 'high feet', to teach children after they have stood up, to safely move back to the path without tripping.
- Leaders ensure that staff prepare children to be ready for school. Staff teach children school readiness effectively, making sure that they are highly independent. Children expertly serve their own meals and clean away afterwards. Older children are highly skilled in getting themselves ready for forest school, such as changing into their boots and high-visibility tabards.

Safeguarding

The arrangements for safeguarding are effective.

All staff are fully aware of their roles in keeping children safe. Detailed risk assessments are in place for each forest school trip for all age groups. Staff wear body cameras when they are on forest school trips. They use these to help them to keep children safe when they are in public areas. Staff are fully aware of the signs and symptoms of child abuse. They know the reporting protocols to help to keep children safe from harm and neglect. Staff are fully aware of the impact of COVID-19 on families and keep an eye out for any signs and symptoms to help them to protect families.

What does the setting need to do to improve?

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

- ensure that the curriculum for mathematics is fully understood by staff so that they plan opportunities for children to develop their understanding in this area when they are in the forest school.

Setting details

Unique reference number	2496778
Local authority	Merton
Inspection number	10191636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	47
Name of registered person	Childrens Day Care Company Limited
Registered person unique reference number	RP901104
Telephone number	07878114630
Date of previous inspection	Not applicable

Information about this early years setting

The Butterfly Patch, Lower Morden registered in 2019. It is open all year round from 7.30am to 6.30pm, Monday to Friday. The nursery provides early funded education for children aged three and four years. There are 12 staff working with the children, including the manager. Of these, two are forest school leaders and one is working towards their qualification. A further eight staff have relevant early years qualifications.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- This was the first routine inspection the setting 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 provider.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector gathered the views of the parents.
- The inspector spoke with children and gathered their thoughts of the nursery.
- The inspector sampled documents, including staff's suitability and risk assessments.

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 2021