

Inspection of Butterfly Pre School

High Easter Village Hall, The Street, Chelmsford, Essex CM1 4QS

Inspection date: 29 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	GoodGood
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and are good communicators. They talk to each other and staff, sharing what they have done over the weekend. Children listen and respond to staff's questions, using ever increasing complex words. They develop a love of books and enjoy stories which staff read to them. Children behave well. They patiently wait for their turn and share resources willingly. Children carefully watch the sand timer count down, commenting that it is almost their turn. Children develop good independence skills. They put on their own coats and manage their self-care needs confidently.

Children make good progress in relation to their individual starting points. Those with identified gaps in their learning are catching up, partly due to the high staff-to-child ratio. This enables children to receive almost one-to-one attention and support. Children have endless opportunities to develop their early writing skills. Mark-making materials, such as paper and crayons, are freely available which encourages children to write for a purpose during their play. Children know the daily routines well. They promptly line up to wash their hands ready for snack or lunchtime. Children enjoy daily opportunities to play outside in the fresh air, which helps to support their health and well-being.

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

- Staff observe children to find out their interests and what they can do. They use this information to plan for what children need to learn next. For example, when children share that they want to 'build London', staff plan accordingly to enable children to use their imaginative skills to create their own version of the city. Staff provide small building blocks and resources, such as hard hats, toy traffic cones and clipboards to support children's interest and play.
- Staff provide a wide range of activities for children. However, sometimes, staff are a little over eager and do not fully consider how children will access and use the resources. For example, too many foam letters in the sand tray hinders the enjoyment of children who just wish to play in the sand.
- Children enjoy creating birthday cakes from dough, which they decorate with candles and 'cook' in the toy oven. They quickly recognise the different numbers on the candles and proudly tell staff what number they have. This helps to support their mathematical development.
- Children delight in being able to decorate Christmas trees themselves. Staff provide artificial Christmas trees and a big box of tinsel and baubles. Children carefully search through the box, finding textured baubles and coloured tinsel before arranging their chosen decorations on the tree. Staff encourage children to talk about what they have found and how they are going to decorate the tree. This helps to support their communication and language skills.

- Partnerships with parents are good. Since the start of the COVID-19 pandemic, parents no longer enter the building but are met at the main door. This provides opportunities for parents and staff to exchange information about how their children have been at home and in the pre-school.
- Staff have regular opportunities for supervision meetings with the manager. They discuss their practice and professional development. However, training is not consistently focused on raising the quality of education to the highest level.
- Recruitment procedures are robust and help to ensure that staff and volunteers are suitable to be with children. For example, the manager regularly checks on staff's suitability and requests that seasonal volunteers, such as 'Father Christmas', provide a clear Disclosure and Barring Service check prior to being allowed with the children. This helps to ensure that children are safe.
- Partnerships with local schools are effective. Staff share information about children's learning and development with school teachers who call or visit the pre-school. Staff also provide children opportunities to practise changing their clothes ready for physical education lessons, to help develop their confidence at being in a new environment.
- Staff have relevant contact details for local professionals, such as speech and language therapists which they can access should the need arise. This helps to provide targeted support where gaps are identified in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to safeguard children. They regularly renew their child protection training to ensure that they have a clear understanding of the signs and symptoms which may indicate that a child is at risk of harm or abuse. Staff know where to find contact details for their local safeguarding board and who to contact in the event of an allegation against a colleague or the manager.

What does the setting need to do to improve?

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

- consider ways to increase children's engagement in activities
- target staff training to raise the quality of education to the highest level.

Setting details

Unique reference number	EY494127
Local authority	Essex
Inspection number	10216055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	16
Name of registered person	Hulbert, Jayne Anne Louise
Registered person unique reference number	RP515807
Telephone number	07850113477
Date of previous inspection	13 November 201713 November 2017

Information about this early years setting

Butterfly Pre School registered in 2015. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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