

# Inspection of The Butterfly Patch, South Norwood Hill

21b South Norwood Hill, London SE25 6AA

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Inspection date: 10 December 2021

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

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

### **The provision is good**

Children have good opportunities to develop their curiosity in a well-resourced learning environment. Children who are new to the nursery or those resettling following extended absences benefit from the use of a sensory area and calming music. Babies who become upset receive close attention and cuddles from caring staff. Toddlers show that they feel safe in the presence of unfamiliar adults. They snuggle close to look out of windows, babble happily and mimic words and sounds.

Children use their imaginations as they pretend to cook. They dress up and eagerly approach adults to show off their pretend ball gowns, Santa outfits, necklaces and beads that they wear. Children frequently use and explore natural materials. Babies paint with twigs and leaves. They experience the feel of soil, sand, gloop and cornflour on their hands. Children develop good physical skills. Babies climb onto sofas with ease. Older children shout with glee, as they run fast to make kites fly outdoors.

Children, including those who speak English as an additional language, understand nursery routines and follow instructions. Children show positive social skills, such as when they say 'sorry' to their friends, who they accidentally bump into. Children enjoy doing things for themselves. They serve and feed themselves from an early stage, scrape their plates and fill their water bottles. Older children respond well to challenging tasks, and staff encourage them to solve problems. For example, they discuss how to make structures more secure as they build together using foam bricks.

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

- Leaders have high expectations of children and staff. The special educational needs coordinator understands the local referral procedures and knows how to access additional support and advice for children. Staff receive support to gain recognised qualifications. Leaders share important information about children when their key persons are absent.
- Staff provide effective support for children to develop their communication and language. They sing with children frequently. They also speak with children about what children enjoy and describe what is happening as children play.
- Staff understand how to implement the nursery's curriculum. They think about children's interests and seek feedback from children about what children enjoy. This helps staff to plan activities that, generally, engage children well in learning. However, very occasionally, staff do not closely consider the needs of some children as staff implement activities and routines.
- Staff support children to understand the similarities and differences between

each other. They plan activities and use resources that reflect children's backgrounds. Children proudly share books that they bring from home. Children who speak another language at home begin to acquire English speaking skills. However, they have fewer opportunities to recognise, value and share the languages that they hear or speak at home.

- Children show that they develop resilience. For example, after falling, children quickly get up unhurt and brush off their hands. They reassure staff and say that they are okay as they re-join their play. Staff go on to help children to recognise the impact of their actions. They gently explain the importance of walking when inside. Staff manage children's behaviour well and help children to understand what is expected of them.
- Staff understand how to sequence children's learning. For example, staff help babies to develop an interest in books. Staff discuss illustrations, name items that babies point to and encourage babies to turn pages. Older children develop their small-hand muscles, for example, as they peel bananas during snack or join interlocking bricks together. This prepares them well for later writing.
- Children have frequent opportunities to use natural and recycled materials as they learn. They look for spiders and insects in the 'bug hotel' outdoors and watch the nursery's African snail munch through leaves. Children learn about hibernation as they care for the snail. This contributes to children's appreciation of the natural world.
- Staff provide opportunities for children to use their bodies in a range of ways. Toddlers join in with actions while singing. Older children enjoy pretending to be sleeping bunnies. They show agility as they lie down, and quickly jump up and down excitedly.
- Parents value the regular information that they receive about their children's learning and progress. They speak highly of attentive staff and the support their children receive to manage their health needs. Leaders seek the views of parents to help identify the nursery's priorities and monitor the service that they provide.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand potential risks to children, including exposure to extreme views or domestic abuse. They work effectively with relevant agencies to help keep children safe and are alert to events that may impact a child's well-being. Leaders and staff understand how to respond if a child's welfare is at risk, including from the behaviour or actions of a colleague. Leaders follow safer recruitment guidance and implement effective induction procedures. There are appropriate arrangements to check the initial and ongoing suitability of staff, who are deployed effectively. Staff implement procedures effectively to help protect children's safety and health. They ensure that meals reflect children's dietary requirements and manage risks effectively as children play.

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

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

- support staff to consider the needs of individual children more closely when planning and implementing activities and routines
- extend opportunities for children to recognise, value and share the languages they speak at home.

## Setting details

<b>Unique reference number</b>	2526073
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10208281
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Childrens Day Care Company Limited
<b>Registered person unique reference number</b>	RP901104
<b>Telephone number</b>	03300 438278
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Butterfly Patch, South Norwood Hill registered in 2019. It is one of six privately owned nurseries. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday. Seven staff work with children. Of these, four staff hold qualifications at level 3 and one staff member holds a level 5 qualification. The provider 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 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.
- The manager showed the inspector around the nursery, inside and outdoors, and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- Leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- Documents were reviewed. These included evidence of the suitability of staff, parent surveys, children's records and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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