

Inspection of Butterflies Pre-School

3 Beulah Road, Wimbledon, London SW19 3SB

Inspection date:

22 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate that they are settled and feel safe and secure in the setting. They are happy, eager to learn, and develop confidence throughout the day. Children access a range of resources independently and make choices about their play. They build friendships and learn to negotiate with one another. However, children do not always develop a secure understanding of what is acceptable behaviour as staff give them inconsistent messages about what is expected of them.

Children have plenty of opportunities to develop physical skills, including outdoors. They climb over apparatus, strengthening their muscles, and enjoy ball games where they practise throwing and catching. Children also develop their small-muscle movements. For example, they use paintbrushes to paint creative pictures while learning about the 'under the sea' theme. Children develop independence skills throughout the day. They put their belongings on their peg on arrival, learn to wash their hands correctly and use cutlery during mealtimes. Children benefit from healthy and nutritious meals, which they serve themselves. This supports their good health and builds on their independence even further.

All children, including those in receipt of funding and those who are learning English as an additional language, make progress from their starting points. However, they are not making as swift progress as they are capable of as staff are not deployed as effectively as possible to challenge them and deliver consistently good quality teaching.

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

- The manager is enthusiastic and has a clear vision to develop a strong staff team. She carries out regular supervisions and identifies where staff need more support, including training. The manager takes time to support staff's well-being carefully. However, due to staff shortages, she is often included in the ratio and is unable to carry out her role as effectively as possible.
- Although staff-to-child ratio requirements are met, staff are not always arranged effectively across the room to help children learn. As staff try to cover many areas across the room, they do not always use what they know about children to provide appropriate challenges to build on children's learning. Children wander around from one activity table to another.
- Children enjoy construction and talk about the sizes and shapes of the blocks. Some staff encourage children to count and use positional language as they play. This helps children build on their early mathematical skills.
- Children eagerly explore the nursery environment and show their imagination as they play. For example, they use the play telephone and pretend to 'call their

mummy' to tell her what they are going to do at nursery next.

- Staff encourage children to develop confidence and independence at every opportunity. For example, staff praise children for pouring their water, laying tables and tidying up after mealtimes.
- Children enjoy sharing books with staff and learn to retell the stories. Staff give children opportunities to express their views. This helps children gain confidence in preparation for the next stage in learning.
- Children develop a clear understanding of the importance of leading a healthy lifestyle. For example, by talking about and eating healthy and balanced diet, being active and learning in the fresh air.
- Children enjoy nursery rhymes. Staff teach them actions as they sing together. However, some routines and activities, such as circle time, are too long, and children become restless and stop learning.
- Some staff are skilled and communicate with children at their level, using some words in children's home language. This helps to support children's communication and language development and shows that children's diverse cultures are valued and respected.
- Staff talk to children about their feelings and emotions. However, not all staff provide explanations to help children understand why some of their unwanted behaviour is unacceptable. This means that children are unsure how to manage their feelings and behaviour positively.
- Partnerships with parents are effective. There are occasions when parents do not come into the nursery to avoid the spread of COVID-19. However, staff regularly share information about children's daily care and learning with parents. This includes via verbal feedback on arrival and pick-up and via an online app. This helps to provide continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They know what to do if they have a concern about children's welfare. In addition, they know how to report concerns about a staff member in line with the local safeguarding partners. The recruitment process is robust to ensure suitable staff are employed to work with children. Staff carry out regular risk assessments to ensure children play in a safe and secure environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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organise the staffing arrangements to enable the manager to carry out her role effectively	22/06/2022
improve staff's management of children's behaviour to ensure staff consistently support children's understanding of what is expected of them	22/06/2022
improve staff deployment to implement a consistently good quality curriculum to help all children make the swift progress they are capable of.	22/06/2022

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

- consider rearranging some routines, such as circle time, to use teaching more effectively to build on children's learning.

Setting details

Unique reference number	EY482612
Local authority	Merton
Inspection number	10232253
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	2 to 4
Total number of places	56
Number of children on roll	32
Name of registered person	Butterflies Childcare Limited
Registered person unique reference number	RP903551
Telephone number	02085450059
Date of previous inspection	24 January 2017

Information about this early years setting

Butterflies Pre-School registered in 2014. It operates in Wimbledon, in the London Borough of Merton. The pre-school is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are five staff. Of these, one is qualified at level 5, two hold qualifications at level 3 and two hold qualifications at level 2. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- This was the first 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.
- This inspection was completed without notice.
- This inspection was conducted following Ofsted's risk assessment process.
- The manager and the inspector completed a learning walk together.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.

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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