

Inspection of Butterfly Nursery School

Horne Village School, Church Road, Horne, Surrey RH6 9LA

Inspection date: 16 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised at the nursery because not all staff have a secure knowledge of safeguarding practice and procedures. Furthermore, the arrangements for babies at mealtimes are not safe. Food for babies is not appropriately prepared, putting them at risk of choking. For example, babies are served large chunks of solid foods, which are a choking hazard. Although the manager recognises the risks to babies, she does not ensure staff are suitably trained to reduce the risks of choking.

Staff provide children with some activities that help to motivate them to learn. For example, babies babble as they explore the sound of rattles. Older children join in enthusiastically with songs and play musical instruments. They listen with enjoyment to the range of stories that staff read to them. This supports children in their language development. Occasionally, children sometimes lose interest in activities as staff do not support children with purposeful interactions. This means there are inconsistencies in the quality of teaching across the different rooms. The quality of education is not good. Nevertheless, children are confident and happy in the nursery.

Children receive praise and encouragement which mostly helps them to build a sense of pride and achievement in their own abilities. This supports children's behaviour.

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

- Management is inadequate. The manager has failed to ensure that staff have a clear understanding of the procedures in place to keep children safe. As a result, staff do not understand how to prepare food for babies to minimise the risk of choking hazards. In addition, staff do not have a clear understanding of safeguarding procedures and all issues which could impact on a child's safety. This means that gaps in some staff's knowledge puts children at risk of harm.
- The education children receive is not consistently good. Staff plan activities to help children achieve the next steps in their learning. However, too often staff complete tasks that take them away from working directly with children. As a result, children do not always engage in purposeful learning. They become easily distracted and do not always make the progress of which they are capable. Furthermore, staff do not share their children's next steps with their colleagues. This means that when a child's key person is not present, staff do not know how to support the child's learning precisely.
- The manager does not effectively support all staff to improve their teaching skills. Occasionally, some staff do not always understand how to engage and support children's learning consistently. For example, in the pre-school room,

staff fail to notice when some children lose interest and concentration during their play. This impacts on children's behaviour. For instance, children become disruptive and begin to throw toys. This impacts on other children's enjoyment and learning.

- Relationships between staff and babies are sensitive, which helps them to build strong attachments. Staff are responsive to the children's needs, this supports children's emotional development. Children receive praise for their efforts and achievements, which builds their confidence.
- Children have opportunities to grow their own herbs and use these in imaginative play. Staff encourage children to use their senses as they crush the herbs. Children mix water with the herbs to create their own 'super hero cakes'. Staff encourage children to talk about the different foods they can make with their herbs, such as salads. This helps children learn about healthy foods.
- The manager seeks support for children with special educational needs and/or disabilities. They work closely with other professionals to ensure that children's individual needs are met. Children make steady progress in their development.
- Parents are complimentary about the care their children receive. They know what their child is learning. Staff share information with parents about how they can support their children's learning at home.
- The manager evaluates the quality of the provision. However, the quality of staff practice is not monitored consistently well enough. As a result, there are weaknesses in some areas of practice. In addition, although supervision meetings are held with staff, these are often infrequent. Furthermore, the manager does not consistently maintain records to confirm staff qualifications.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised. Children are at risk of choking from food which is not prepared appropriately for their age. The manager does not ensure that all staff have a secure understanding of child protection and safeguarding practice. Some staff do not have a sufficient understanding of the signs that may indicate children are at risk of harm from extremist views. This means that children's welfare is not assured. The manager and staff know the signs and symptoms of abuse and neglect and know when and where to refer a concern about a child in their care. The manager does not ensure that records of staff's qualifications are accurately maintained

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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train all staff involved in the preparation and serving of meals to babies, so that they have a clear understanding of food safety, with particular regards to choking hazards	03/06/2022
ensure that all staff fully understand the signs and symptoms of abuse and the procedures to be followed should a concern arise about a child, including wider child protection legislation to keep children safe from harm	03/06/2022
implement an effective system for the supervision of staff to ensure they receive appropriate support, coaching and professional development opportunities, that will help raise the quality of the curriculum and learning activities provided for children	03/06/2022
keep clear records of staff qualifications.	03/06/2022

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

- support staff to focus more precisely on what they want children to learn from activities, to ensure they consistently build on children's existing knowledge and skills
- review the key-person system to ensure that staff can precisely support children's learning when their key person is absent.

Setting details

Unique reference number	EY464272
Local authority	Surrey
Inspection number	10220581
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	30
Number of children on roll	52
Name of registered person	Collyer, Angela
Registered person unique reference number	RP513972
Telephone number	01342 843655
Date of previous inspection	17 November 2016

Information about this early years setting

Butterfly Nursery School registered in 2013. It is based in Horne, Surrey. The nursery is open Monday to Friday, from 8am to 5.30pm, for most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are six members of staff employed. The manager has a foundation degree and two of the staff have relevant early years qualifications.

Information about this inspection

Inspector
Kelly Lane

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 manager and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.

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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