

Inspection of The Butterfly Patch, Hampton Court

70 Bridge Road, East Molesey, Surrey KT8 9HF

Inspection date: 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 happy and confident in the nursery and settle quickly into their chosen activities. They enjoy their healthy breakfast and delight in discussions with staff. Children who are new to the setting demonstrate that they feel secure, and seek cuddles and reassurance when they need to. All children have strong bonds with the warm and nurturing staff team.

Babies are curious learners and show a good attention span for their young age. For example, they explore different sounds as they shake rattles and bang on instruments with a variety of tools. They build on their core strength, determined to reach objects out of reach, for example through tummy time. Older babies show high levels of determination and climb in the ball pit. They laugh and giggle as staff roll balls and they eagerly retrieve them. Their older peers are motivated to learn and delight in making porridge. They build on the fine muscles in their wrists, hands and fingers as they mix oats and water, pouring and stirring with great enthusiasm. Toddlers explore textures with their hands and mouth. They respond to questions from staff and use words such as 'sticky' to describe the feel of the porridge. This builds on their developing vocabulary. All children make good progress from their starting points.

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

- The provider and management team lead their staff well and have a clear vision of what they want to achieve. Their action plans identify how they intend to secure improvements. The manager and staff are enthusiastic and committed to providing children with good-quality care. Staff complete regular training and receive support, for example through supervision and coaching. This helps them to build on their skills and knowledge.
- Staff regularly observe and assess children and identify clear next steps in their learning. However, on occasion, some staff do not ensure consistency in meeting each child's needs. For example, children delight in role play activities and enthusiastically invite staff into their play. However, staff do not grasp spontaneous opportunities to challenge children's learning, to ensure they build on what children know and can do.
- Staff support children's independence skills well. For example, older children manage their personal care needs well. They find tissues, put them in the bin and wash their hands with little prompting. Children are keen to help with small tasks, such as setting the table at lunchtime. Older children independently put on their shoes and coat ready for their outings. Their younger peers are confident to ask for support should they need it. This helps support school readiness.
- Staff build on children's good health well. Those with specific dietary

requirements are catered for effectively. Children enjoy nutritious snacks and well-balanced meals. They delight in daily walks in the local community, for example to the greengrocers and recreational areas. However, staff do not plan as well as they could when taking children on outings. This slightly inhibits staff's knowledge and understanding of the individual needs of each child and how to build on their existing skills when playing outside.

- Staff form good relationships with parents. They provide parents with daily feedback about their children's achievements, and advice and guidance on how to support children at home. Parents speak very highly of staff. They feel that staff communicate highly effectively and are friendly and approachable.
- Children behave well and happily play alongside each other. For example, they work together to mix up flour and water, to create milk for their pretend babies. Children discuss events, such as their new siblings at home, and act out a range of scenarios. This supports a sense of identity and has a positive impact on their emotional well-being. When small disputes occur, staff support them to use a variety of good behavioural strategies, such as using sand timers to help them take turns.
- Staff teach children how to manage their own personal safety. For example, children know why they need to wear high-visibility vests on outings. They walk calmly and understand how to cross roads safely.

Safeguarding

The arrangements for safeguarding are effective.

Staff speak confidently about safeguarding. They understand about the different types of abuse, including wider areas of safeguarding, such as internet safety. Staff know what action they must take to protect children. They have regular opportunities to discuss any concerns they may have, and attend regular training to keep their knowledge up to date. The provider follows safe recruitment processes to ensure all practitioners are suitable to work with children. The premises are safe and secure. Staff complete daily risk assessments of the premises, and for outings, to ensure children safety.

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 improve their interactions with children to broaden and build on what children know and can do across the curriculum
- strengthen planning to provide children with even greater challenge to help build on their skills outdoors.

Setting details

Unique reference number	2567931
Local authority	Surrey
Inspection number	10239275
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	54
Name of registered person	Childrens Day Care Company Limited
Registered person unique reference number	RP901104
Telephone number	03300438277
Date of previous inspection	Not applicable

Information about this early years setting

The Butterfly Patch, Hampton Court registered in 2020. It is one of six privately owned nurseries. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday. Eleven staff work with children. Of these, one holds a level 2 qualification, five hold qualifications at level 3, one holds a level 5 qualification, and one holds qualified teacher status. The provider provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 manager and has taken that into account in their evaluation of the provider.
- The senior area manager led the inspector on a learning walk and told her what they wanted the children to learn at the pre-school. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with provider, management team and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the written and spoken views of parents.

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 2022