

Inspection of The Butterfly Preschool Wimbledon

St. Mark's Church, St Marks Place, London, Surrey SW19 7ND

Inspection date: 27 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely eager to start their day at the pre-school. They are highly confident learners. Children of all ages learn about the wider world they live in, promoting an excellent understanding of others backgrounds. For example, during 'birthday walks', they learn about the concept of time, and how children can change each year they have been alive, as well as where their peers' families are from. Children also have great opportunities to use their home languages during activities, such as story time. They teach their peers different words and staff actively encourage all children to learn how to pronounce them. This further enhances children respecting each other's backgrounds and cultures.

All activities are tailored to meet children's individual needs. Children make significant progress given their starting points and the impact COVID-19 has had on their learning and development. They thoroughly enjoy learning the importance teeth cleaning. Children draw 'dirt' onto laminated teeth and use toothbrushes and paste to make them all clean again. They describe to staff the importance of making sure the brush covers all the tooth to get rid of the dirt. This greatly helps the children to learn about their own personal hygiene.

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

- All children have consistently high levels of respect for each other. They readily help and support each other. For example, when a child struggled to cut out a snowflake during an activity, a peer quickly steps in to help her cut out her design to make the pattern. Children's behaviour is excellent.
- The support for children with special educational needs and/or disabilities is exemplary. Staff meet regularly with parents and other agencies to ensure that children's individual needs are consistently being met. Realistic targets are set and staff provide high-quality teaching, enabling children to make significant and rapid progress given their starting points.
- Parents highly praise the work and support staff provide, from settling in through to the quality of teaching. Parents find that staff provide individualised help, through supporting anxious children starting at the pre-school and helping them to learn how to socialise and make friends.
- Leaders are highly ambitious and have a clear vision for the pre-school. This is shared with staff, who ensure that all children, especially those with SEND and those who speak English as an additional language, have full access to the curriculum they are entitled to.
- Staff make excellent use of communication tools to help support children who require extra help. They use simple sentences to enable children to learn new words in English. The most-able children continually use new words they have been taught. For example, they easily discuss a topic they have been learning

regarding an author of a book. Children recall with ease what they have already been taught, for example the difference between an insect and an arachnid. All children are highly confident learners and are building secure foundations for their future learning.

- Staff work in close partnerships with local schools the children will attend. They share targets they are working towards and the new teachers come to the pre-school to observe the children at play. Staff support parents extremely well in finding schools that will be the best for the children to attend given their stages of learning and personalities. This greatly helps to support continuity of care and learning for the children.
- All children are highly skilled in using tools to develop their small muscle development. The younger children thoroughly enjoy learning how to pour water between small containers without spilling any. Older children use tweezers with exceptional skill to move beads around as they count.
- Leaders ensure that staff training has a positive impact on children's learning and development. Recent training has enabled staff to expertly tailor activities supporting children's language development, especially supporting those who speak English as an additional language.
- Each activity children choose is tailored to provide significant challenge to make them think about their actions, enabling children to progress exceptionally well.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of the local areas and the safeguarding concerns that can impact children and families. They fully understand the impact that COVID-19 has had on families and staff, and measures are taken to provide the right support to help them. Staff are fully aware of reporting procedures should they have any concerns. They teach children exceptionally well the importance tidying away resources as they finish, to prevent any trip hazards. Children of all ages are highly alert to any spills and quickly mop these up, preventing accidents.

Setting details

Unique reference number	2496931
Local authority	Merton
Inspection number	10191201
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	38
Name of registered person	The Baby Drop Limited
Registered person unique reference number	RP901048
Telephone number	07950290193
Date of previous inspection	Not applicable

Information about this early years setting

The Butterfly Preschool Wimbledon registered in 2018. It operates Monday to Thursday from 9am to 3.15pm, and on Friday from 9am to 12.15pm, during term time only. The setting is a Montessori nursery school, providing care for children aged two to five years.

Information about this inspection

Inspector
Rebecca Hurst

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 spoke with parents and gathered their views on the provision provided.
- The inspector and the provider carried out a learning walk, discussing the curriculum and what they wish the children to learn.
- The children spoke to the inspector about their time at the pre-school and what they like to do when they are there.
- The inspector gathered the views of parents.
- The inspector spoke to staff at appropriate times during the inspection to discuss the progress children are making.
- The inspector and the provider carried out a joint observation observing garden time 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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