

# Inspection of Butterflies Pre-School Playgroup

Village Hall, Lymington Bottom, Four Marks, ALTON, Hampshire GU34 5AA

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Inspection date: 12 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children demonstrate that they feel happy and secure in this welcoming pre-school, which staff work hard to set up each morning. Children can self-select their own resources and move confidently between different play areas, designed to support their all-round learning. For example, children develop their imagination as they play in the home corner, gain physical skills as they pour water and fill containers, and learn to count and compare numbers as they play board games with staff. Staff know the importance of helping each child to feel settled. They implement positive strategies, such as displaying 'About Me' posters about each child and using electronic photograph albums that 'speak' in children's home languages. Staff use these books to help children who speak English as an additional language to understand what is happening next.

Children have positive attitudes to learning and concentrate well on their chosen activities. Staff have recognised the impact of the COVID-19 pandemic on some children, and as such, some of their key teaching is focused on helping children to share, take turns and tolerate others in their play. When children have minor disputes, staff sensitively support children to resolve them. Children have developed strong attachments to the friendly staff team.

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

- The manager and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum that supports children to make good progress from their starting points. Staff quickly identify gaps in children's learning and implement strategies to support children's individual needs. For instance, staff send activity bags home to help parents support their child. These can be simple activities, such as bubble blowing, to aid children's developing speech.
- Children have good opportunities to learn about their community and the wider world. For example, they welcome visitors to the setting, such as the police, enjoy opportunities to visit an elderly care home, and go on the bus to visit the woodland-based sister setting.
- Children are physically active. They run, ride on wheeled toys and climb the tree in the garden, which enables them to take risks, assess their own abilities and develop their problem-solving skills.
- The owner visits the pre-school regularly and is an excellent role model for her staff. She is proactive in identifying when the organisation of the environment needs to be reviewed during the day. However, at times, the staff are not as able to recognise when play areas need tidying, ensuring they are consistently inviting to children to support their learning experiences.
- The owner also demonstrates a sound ability to extend children's learning during

play, and does this with ease. For example, when children are playing with musical instruments, the owner extends their learning by reading a story about a famous musician. She then expands on this further by playing the children some of his music. The staff are less able to do this consistently, and do not always use their knowledge to fully enhance children's learning during their interactions with them.

- Children are well behaved. Staff use positive praise to build children's self-esteem and are sensitive and caring towards the children. They attend to children's needs with genuine care and concern. Staff help children to learn practical life skills, such as pouring their own drinks and clearing away their own plates after lunch.
- Parents comment positively on the care their children receive. They feel well informed and appreciate the regular feedback staff provide about their children's development. They feel the staff get to know their children well and look forward to their time at pre-school.
- Staff well-being is a high priority for the owner and the manager. They ensure that all staff feel well supported. Staff have regular supervision meetings to support their professional development and are encouraged to attend training that will benefit the children. For example, some staff are currently learning Makaton signing, to support children with special educational needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility to keep children safe. They deploy themselves well, inside and outside, to ensure that children are well supervised and cared for. Staff are appropriately trained in child protection procedures and paediatric first aid. They have a secure understanding of the possible signs and symptoms of abuse and know what action to take if they are concerned about a child. They frequently discuss current safeguarding issues during staff meetings. The owner implements robust recruitment and vetting procedures to ensure staff suitability to work with children.

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

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

- encourage staff to review the organisation of the environment on a regular basis to ensure children's play areas are tidy and welcoming, thus ensuring that quality learning experiences are consistently maintained
- support staff to further strengthen the delivery of the curriculum, so that staff consistently consider their interactions and resources that they provide, therefore making the most of children's learning opportunities.

## Setting details

<b>Unique reference number</b>	EY378724
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10226836
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Nisbet, Sarah Louise
<b>Registered person unique reference number</b>	RP514732
<b>Telephone number</b>	07594705 333
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

Butterflies Pre-School Playgroup registered in 2008. It is situated in Four Marks, near Alton, Hampshire. It is open from 8.30am to 4pm, Monday to Friday, during term time only. There are four staff working with the children, all of whom hold a relevant childcare qualification. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicky Hill

## 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 inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the owner/provider.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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