

Inspection of Butterfly Nursery School

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

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery and build strong bonds with the staff. They are happy to leave their parents and go with staff to their base rooms. Older children are aware of where to place their belongings. They are confident to share with the inspector their work and talk through their pictures, including the colours they have used and the shapes they have drawn. Children recall their inspiration for the painting, such as colourful fish at a parent's house. Another child confidently draws and names black and yellow circles. They share their drawing with the group, calling it a self-portrait.

Younger children enjoy cruising around the room, climbing on the climbing frame and looking at books. They sit and look through the pictures and turn pages, demonstrating that they are already gaining an awareness that the pictures and text hold meaning. They enjoy rolling cars and balls on the floor and demonstrate the close bonds they have with staff and each other.

Older children express their imagination during their play and act out previous experiences. They share how they are hairdressers 'doing hair' on their friends and use a measuring tape and 'hard hat' as they build on the climbing frame. Other children share their 'lists' of the things that they need to take to the airport, as they are going on holiday to Spain. They share how they need swimming costumes, but not winter coats, as it will be sunny. Children discuss with staff their recent holiday experiences and how they like swimming and ice cream.

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

- The provider, who is also the manager, admits that the last inspection outcome was a shock to her and staff, commenting that during the COVID-19 pandemic, she lost focus on some nursery practice. However, it has also been positive, as it has led to a lot of self-reflection in the team. All required documentation is in place, and the provider has received focused support from the local authority early years team. Staff have undertaken additional training that has helped them improve their practice, particularly in the areas of safeguarding and food safety.
- The provider and staff share how valuable they found the recent training they have undertaken. The safeguarding training has given them more confidence in their own knowledge on how to safeguard children. The curriculum training has reinforced how they can support children's developmental journey. The implementation of a revised next-steps system helps them target children's next steps in development more effectively.
- Staff act as positive role models and help children learn good manners. Children show that they are aware of what is expected of them. They share resources

with their friends, negotiate when they want the same resources and demonstrate that turn taking is a natural process in their day.

- Staff share how they work well as a team and how the discussions and supervision they have with the provider is supporting their practice, professional development and well-being. This has a positive impact on how they support children to build on their current developmental achievements and gain the skills they need for their future learning.
- The provider, who is also the special educational needs coordinator, and her staff know the children well and actively monitor children where emerging developmental delays or concerns about potential special educational needs and/or disabilities (SEND) arise. They work closely with parents and other professionals to initiate support plans as soon as there is sufficient evidence to do so. Staff identify how, previously, they have used additional funding to support children with SEND and other identified needs to help them make the best possible progress before moving on to school.
- Staff share how the reorganisation of the nursery rooms has led to them being more effective in supporting the needs of the differing ages and stages of development of the children. There is now a more enriching learning environment for the younger children, and older children can freely move between their two room bases and access all areas of the curriculum as they choose.
- All children demonstrate a positive attitude to learning. Older children are eager to interact with each other and staff. They confidently clean their hands before meals and use wipes afterwards. Young children attempt to wipe their faces and feed themselves. Children know how they need to put their hands in their laps to show they have finished their meals. They wipe their noses and know that the tissues and lunch wipes go into the bin. However, not all staff are consistent to encourage older children to build on their independence skills, automatically carrying out tasks for them before encouraging them to try for themselves. For example, some staff automatically pour children's drinks, cut their food, build their construction towers and help them dress up even though children are able to complete these tasks for themselves.
- Staff interact with children during their play and encourage their interests. Children enjoy stories, being creative and constructing. Staff communicate with children and discuss what they are doing. They ask some questions that encourage children to think things through and problem solve. However, they do not consistently make the most of opportunities that arise to further build on and extend what children currently know. For example, when children share their holiday experiences, staff do not build on their discussions about the airport, why they 'packed', what they did, how they travelled and what they saw, to help them make the best possible progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider places a strong focus on safeguarding. Since the previous inspection,

all staff have undertaken safeguarding training. The provider has regular discussions with staff to monitor their confidence and knowledge. Staff demonstrate a good understanding of how to identify potential child protection concerns and confidently share what they will do to safeguard children. Staff fully understand their role and responsibilities in safeguarding children. They have a clear knowledge of the importance of making prompt referrals and working in partnership with other agencies. Staff implement effective risk assessments and ensure that they promptly identify and minimise any hazards to keep children safe.

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 consistently make the most of opportunities that arise to further build on and extend what children currently know and can do
- support staff to develop children's independence skills consistently throughout the day and to the best possible level.

Setting details

Unique reference number	EY464272
Local authority	Surrey
Inspection number	10244377
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	35
Name of registered person	Collyer, Angela
Registered person unique reference number	RP513972
Telephone number	01342 843655
Date of previous inspection	16 May 2022

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

Anne Nicholson

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 provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a mealtime session with the manager.
- The inspector took account of parents' feedback.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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