

Inspection of Butterflies

Village Hall, Dye House Road, Thursley, GODALMING, Surrey GU8 6QD

Inspection date: 28 November 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are eager to learn from the moment they arrive at the nursery. They are curious to see what activities and learning opportunities have been planned for them or settle quickly into their favourite things to do. For example, once children self-register, they go and choose a book. They look for their key person to share a story with or sit next to their friends that are playing with marble runs and ask politely if they can have a go.

Children are happy, and confident at the nursery and delight in being able to take risks and try out their ideas, under the careful supervision of staff. For example, babies and young children delight in tackling the indoor climbing wall and slide. They quickly learn that they are unable to climb back up the slide and need to go up the wall to get to the top successfully. Older children work cooperatively outdoors to construct a selection of pipes and brackets for their balls to roll down, trying hard to get them into the bucket. Once the bucket is full, children work in pairs to carry it back to the start.

Children have strong bonds with their key persons and benefit from staff that are attuned to their needs and act as positive role models. This helps children to understand the high expectations for their behaviour and prepares them well for future learning. Children are kind and considerate of others and have formed good friendships with their peers. For example, when young babies and children are playing with musical instruments, they offer other children drumsticks and beaters to join in. Children begin banging the drums together, and giggle to one another while they wiggle their bodies to the rhythm of the music.

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

- Children are provided with a well thought out and carefully planned, ambitious curriculum. Staff know their children and families well and ensure that children are provided with high-quality experiences, which builds upon what they already know and can do.
- Children demonstrate a love for stories and sharing books. Very young children are able to show that they are learning to handle, use and enjoy books. For example, older children sit and share books with younger children. Children look at the pictures together and follow the story with great interest. This helps them begin to recognise and understand, words and sounds required for later reading.
- Children's behaviour is good, staff act as positive role models and help children understand and manage their emotions very well. For example, children are taught to negotiate and compromise with one another, allowing them to play cooperatively.
- Children demonstrate good levels of engagement and attention. Staff skilfully

scaffold their learning and support next steps by focusing on improving children's language and communication. This helps them to be able to make their wishes, needs and feelings known.

- In general, children's independence is well supported and they access resources, lead their own learning and are able to independently use the toilets and feed themselves. However, this is not consistently encouraged across the setting. Some staff perform routine tasks for younger children, which they would benefit from attempting themselves, such as taking off their shoes and wiping their noses.
- Staff feel well supported by the leaders and managers. The manager provides regular supervision, coaching and support for the team and uses observation and monitoring effectively, to continuously improve the quality of teaching across the setting.
- Leaders and managers are visible at all times. Parents report to have 'great relationships with the owners and manager', stating 'staff are excellent and their child's communication and social skills have shot through the roof, since starting at the nursery.' Parents say their children "have flourished as a result of the nurturing environment'.
- Children that require additional support, such as those who speak English as an additional language, receive targeted intervention. Staff work in partnership with parents and local schools to ensure children develop the language they need to thrive and the listening and attention skills to benefit fully from the learning experiences offered.
- Staff regularly share information with parents about their children's learning and development attainment. However, currently there is no system in place for routinely sharing what they want children to know and learn next with parents. This impacts on parents' ability to further support children's learning at home

Safeguarding

The arrangements for safeguarding are effective.

Staff use planned and dynamic risk assessments well, to encourage and support children's knowledge and understanding of risk taking, as well as to keep children safe. Staff are extremely confident in local safeguarding policies and procedures, such as reporting allegations against staff or using the whistle-blowing procedure to raise or escalate concerns of wrongdoing. Staff know how to raise any concerns about children's well-being in a timely manner. There are effective accident and incident recording and reporting systems in place, to ensure children receive the care they need, and parents are fully informed of all occurrences. The provider has robust systems for monitoring the absence of children and is alert to any trends that could identify a risk to children and families.

What does the setting need to do to improve?

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

- develop ways to engage parents in their children's learning that help children to make even more progress
- improve opportunities to extend children's independence skills during daily tasks and hygiene routines.

Setting details

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| Unique reference number | EY375898 |
| Local authority | Surrey |
| Inspection number | 10265650 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 3 |
| Total number of places | 45 |
| Number of children on roll | 44 |
| Name of registered person | Butterflies Partnership |
| Registered person unique reference number | RP528133 |
| Telephone number | 07866 482 803 |
| Date of previous inspection | 27 November 2017 |

Information about this early years setting

Butterflies registered in 2008. It operates from Thursley Village Hall, in Godalming, Surrey. The nursery is open from 8am to 5.30pm on Monday to Friday for 51 weeks of the year. The setting receives funding for early education for two-, three- and four-year-old children. There are nine members of staff working with the children, eight of whom hold early years qualifications, and one apprentice.

Information about this inspection

Inspector

Leanne Merritt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and received written feedback on the day of the inspection and their views were taken into account.
- The inspector looked at relevant documentation and reviewed evidence, including that relating to the suitability of staff working in the setting, accidents and incident reports and the record of any complaints made to the provider.
- The manager and inspector carried out a joint observation of a group-time activity.
- The inspector observed interactions between the provider and staff and between the staff and 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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