

Inspection of Butterflies Child and Baby Care Services Limited

Edmonton Sports & Social Club, Church Street, LONDON N9 9HL

Inspection date:

21 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, staff know their key children well. They consider their interests when planning the curriculum. Consequently, most children are engaged, happy and making progress at nursery. Older children are developing many valuable skills. They demonstrate a love of books as they enthusiastically engage in interactive story time sessions. However, there are times during the day when younger children's individual learning needs are not fully met. This is because children who remain awake in the toddler room during sleep time are not appropriately engaged. This results in them becoming bored and restless.

Babies demonstrate that they feel safe with the adults who care for them. They approach them for cuddles and love to receive praise for their dancing. Babies enjoy many sensory learning experiences. They are confident to explore paint and sand with their hands. However, babies do not have consistent opportunities to play outside, get fresh air or develop their larger muscles and coordination.

Children enjoy eating healthy meals. Older children are confident to help themselves to more food. Overall, lunchtime routines are a relaxed occasion with due focus on promoting children's positive behaviours and independence. However, some children in the toddler room are seated in baby booster seats. This does not fully promote their ability to be independent or encourage a positive awareness of their own capabilities.

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

- Managers carry out appropriate supervision and appraisals of staff to support their professional development. They have clear aspirations for the children in their care and have an oversight of children's progress. However, managers do not consistently monitor staff practice, to ensure effective implementation of the curriculum. This means some children do not always access a full range of learning experiences to support their overall development.
- Managers work closely with the local authority and outside professionals to support all children to get the support they need in order to close any gaps in learning. Children with special educational needs and/or disabilities have appropriate support plans in place. Staff work positively with professionals to support children from disadvantaged backgrounds and those in receipt of additional funding.
- Babies are developing their voice, as they are excited to engage in familiar action rhymes. They clap their hands and stamp their feet with great enthusiasm. Their personal care is sensitively managed by their key person. Babies' nappies are changed regularly to help keep them comfortable. Positive relationships with their key person helps them to develop secure emotional

attachments.

- Older children are developing an awareness of their individual healthcare needs. They are able to visit the bathrooms independently to wash their own hands and wipe their noses appropriately. They are confident to talk about the weather and know they must put their coats and hats on to stay warm while they play outside. They enjoy being active, and they are able to run, climb and play ball games to support their physical development.
- Older children are developing competent communication skills. They are keen to share their knowledge of rhyming words. They engage purposefully in learning experiences. For example, they are excited to recall the ingredients they used to make play dough. Staff enhance their learning by introducing mathematical language, such as empty, full, more than and less than. Children are developing positive behaviours as they take turns and share resources. This supports them in developing many skills to prepare them for their move to school.
- Parents express that they are very happy with the care and learning opportunities available to their children. They comment on the positive support they have received with potty training. Parents value the support their children receive to develop and improve their communication and language. Parents feel well informed about their child's day, as they receive regular photos and information via an online application. However, managers are not yet welcoming parents into the setting to fully enhance children's settling-in experiences following the lifting of restrictions due to the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of their safeguarding roles and responsibilities in keeping children safe. They attend regular training and are aware of the signs and symptoms that might indicate a child is at risk of harm. Staff are clear of the procedures to follow if they have any concerns regarding a colleague's conduct. The management team has developed secure vetting and recruitment procedures. They complete ongoing checks to ensure the suitability of staff. Managers regularly review accidents to help identify and remove any potential risks to children's safety. Staff closely supervise children and provide a secure environment to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

ensure effective staff supervision, coaching and monitoring of practice so that all children receive consistently good-quality learning experiences	09/12/2022
ensure babies have daily opportunities to be outside and access a range of learning experiences to build on and extend their larger physical skills.	09/12/2022

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

- strengthen partnerships with parents to support children's care, learning and progress even further.

Setting details

Unique reference number	EY481300
Local authority	Enfield
Inspection number	10259974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	45
Number of children on roll	44
Name of registered person	Butterflies Child & Baby Care Services Limited
Registered person unique reference number	RP533951
Telephone number	02088079096
Date of previous inspection	14 June 2018

Information about this early years setting

Butterflies Child and Baby Care Services Limited registered in 2014. The nursery opens Monday to Friday, from 8am until 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. They are in receipt of early years pupil premium funding. The provider, who is also the manager of the setting, holds a level 6 qualification. She employs 13 members of staff, seven of whom hold relevant childcare qualifications at level 3, and one member of staff has a level 2 childcare qualification.

Information about this inspection

Inspector

Siobhan O'Callaghan

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The manager carried out a joint observation with the inspector, observing the children's lunchtime routine. The inspector also carried out a joint observation of a planned adult-led learning experience with the deputy manager of the setting.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector held regular meetings with the manager throughout the inspection to keep them updated. She also looked at various documents, including those relating to the suitability and qualifications of staff.

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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