

# Inspection of Butterflies Pre-School

3 Beulah Road, Wimbledon, London SW19 3SB

---

Inspection date: 8 February 2023

|  |                      |
|--|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

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

### **The provision is good**

Children show a strong sense of belonging and are excited to arrive at the preschool, staff welcome families warmly. Children demonstrate they feel secure as they follow the daily routines. For example, they enjoy carrying simple tasks such as tidying up and eagerly tell staff where something needs to go away. They separate from carers with ease, put their bags away and join their friends to play and explore. Therefore, they are developing their independence skills. Older and younger children play harmoniously together. Children learn the importance of using good manners. Staff are good role models. They demonstrate polite and respectful behaviour to children and offer gentle reminders to support children with the preschool rules.

Children practise their speaking and listening skills. Younger children listen to stories with staff. Staff provide ongoing commentary as they play alongside the children. Children use their imagination and are creative with the available resources. They use magnetic shapes to build enclosures for their farm animals and make model dinosaurs with the play dough. Children enjoy using their number skills as they count, older children eagerly explain the value of 'zero' to their friends.

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

- Staff plan and implement a broad curriculum which is linked to children's interests and what children need to learn next. Staff observe children and use assessments to monitor their development. Staff respond quickly to any concerns that they have about children's progress and ensure that children receive the support they need.
- Overall, staff interact positively with children and lead activities that engage children. Staff know children well and use this knowledge to support them in planning for their next steps in learning. However, at times, as staff join children at their play, they do not consistently engage effectively with children to enhance their learning.
- Staff place a clear focus on children's communication and language development. They engage children in conversations as they play, model language well and use clear pronunciation and introduce new vocabulary. For example, staff use visual cues and gesture to support language development. Children learn 'Makaton' signs to support them to express how they feel emotionally. Children enjoy regular groups times and song and story times to enhance their language.
- Partnership with parents is strong. Staff encourage parents to be part of every aspect of preschool life from when their child starts. Parents comment the information they receive about their child helps them support them at home, as

well as the informative emails. Parents describe how they enjoy seeing regular 'wow' moments from their child's key person. This helps them to understand their child's day and how to support their learning.

- Children are supported well to develop healthy lifestyles; they enjoy regular physical play and fresh air and exercise. Children develop their physical skills as they learn to balance, throwing and catching balls with friends. Staff deliver consistent messages to help children understand how they can make healthy choices. However, the organisation at these times means children sit waiting for too long. Therefore, children are waiting for extended periods of time because staff do not tailor fully the routines to children's needs.
- Staff supervision and support is effective. The manager ensures that regular discussions and group meetings enable staff to identify their own strengths and areas for improvement. Staff speak positively about their roles and how the manager's ongoing support and guidance promotes their professional development. This has a positive impact on staff.
- The manager continuously evaluates the performance of the nursery and considers the views of children, staff and parents. Staff feel that they are managed well and receive meaningful support and training opportunities. For instance, staff have attended behaviour management training and effectively use strategies to support children's positive behaviour. For example, older children eagerly share the 'preschool rules' with younger children and staff repeat gentle reminders with children. Therefore, children behave well.

## Safeguarding

The arrangements for safeguarding are effective.

The staff have a good knowledge of safeguarding and follow well-established reporting procedures. The manager ensures that staff's safeguarding training is up to date and staff understand the signs and symptoms of where children may be at risk. Staff understand the importance of asking questions, reporting and recording safeguarding concerns, however minor. The manager and staff understand the procedures to follow in the event of an allegation being made about a member of staff. The manager ensures all staff are suitable to work with children and a robust induction ensures staff have a clear understanding of their role and responsibilities.

## 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 engage effectively with children when joining their play to enhance their learning further
- refine the organisation of routines during the day to minimise waiting time particularly for younger children.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY482612  |
| <b>Local authority</b>                             | Merton  |
| <b>Inspection number</b>                           | 10242689  |
| <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>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 56  |
| <b>Number of children on roll</b>                  | 37  |
| <b>Name of registered person</b>                   | Butterflies Childcare Limited   |
| <b>Registered person unique reference number</b>   | RP903551  |
| <b>Telephone number</b>                            | 02085450059   |
| <b>Date of previous inspection</b>                 | 22 April 2022   |

## Information about this early years setting

Butterflies Pre-School registered in 2014. It operates in Wimbledon, in the London Borough of Merton. The pre-school is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. There are nine staff including the manager. Of these, two are qualified at level 6, four hold qualifications at level 3, one hold qualifications at level 2 and one is unqualified. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- The inspector discussed any continual 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 all areas of the nursery and discussed the early years curriculum.
- Staff, parents and children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out joint observations of a language activity and a physical activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023