

Inspection of Butterfly Nursery at Greenwich House

Greenwich House, Meridian Centre, Peacehaven BN10 8BB

Inspection date: 8 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children come into the nursery happily and are excited to see their friends. New children spend time getting to know the staff who will be caring for them, which helps them form bonds, feel safe and settle quickly. Children behave well and grow in independence over their time in the nursery. In the toddler room they learn to use an open cup, and by the time they are in pre-school they confidently help themselves to water using the dispenser. Older children help cut up fruit for snack time and are proud to take responsibility for being a 'special helper'.

Children are eager to learn, and staff have high expectations for what each child can achieve. They support children to take part in an interesting range of activities that broaden their experiences from home. Children enjoy frequent outings in the local community as well as forest or beach school sessions. They practise their physical skills in the outdoor area, building large structures with blocks and experimenting by pouring sand down a plastic pipe. Managers seek extra funding promptly to ensure that children with special educational needs and/or disabilities receive any additional support they require. All children make good progress and gain useful skills that help prepare them for the next stage in their learning.

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

- Children have good relationships with staff, who get to know them well. Staff find out as much as possible about children's routines and needs to help them settle in when they first start. They pay careful attention to meeting children's individual care needs, such as food they must not eat or how they prefer to sleep. Children are confident and feel secure in the nursery.
- Staff recognise the impact the COVID-19 pandemic has had on opportunities for young children to practise their language skills. They make sure they offer extra support to children to help them catch up where needed. Babies smile and laugh when staff sing to them, and older children eagerly join in conversations. Children chat happily to their friends and are keen to express their ideas. They take great pleasure in books. They sit contentedly in a quiet corner sharing a story with their friends, and listen attentively when staff read to them.
- Staff plan a wide variety of activities based on children's interests and the experiences they have enjoyed before. Children concentrate well on tasks, such as matching animals to the pattern of their skin or fur, after listening to a story about the jungle. Younger children have fun bathing dolls in soapy water and talking about their new baby brother or sister at home. However, some staff are not clear about how planned activities will build on individual children's existing skills and knowledge to help fully extend their learning.
- Children get along together well. Staff respond to them kindly and make it clear how they expect them to behave. Children remember that they must let their

friend have a turn during games, and that the pieces should be shared out fairly. Staff are gentle and consistent in their approach, which contributes to a calm and happy atmosphere in the nursery.

- Staff value each child's unique background and experiences. Children who speak other languages at home benefit from hearing familiar words at the nursery. Staff plan a range of opportunities for children to find out about each other's lives and different cultures and beliefs. Children are delighted to hear about how staff members celebrate special festivals at home, or to taste traditional food from other countries.
- Managers monitor staff practice closely. For instance, they observe them interacting with children and meet with them individually. Staff make effective use of professional development opportunities to help raise the quality of the provision. For example, staff who attended a language and literacy course introduced a 'book of the week' and shared guidance with colleagues about how to extend children's vocabulary during activities. This has had a positive impact on how well all staff support children's developing language skills.
- Parents speak positively about the nursery and say their children enjoy attending. Staff talk to them about day-to-day issues during the daily handover when they arrive and collect. Parents receive some regular information about their child's learning and the activities they enjoy through an online app. However, staff do not always give parents clear details about how their child is progressing and what they can do to continue their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a confident understanding of safeguarding procedures. They know how to recognise possible child protection concerns. They are aware of the appropriate action to take if they are worried about a child's welfare or if there is an allegation against a member of staff. Managers take prompt action to address any risks they identify so that children play in a safe environment. Staff ask children to think about why health and safety routines are important, such as cleaning tables and washing hands before they eat snack. Managers complete thorough checks of all staff to make sure they are suitable 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:

- support all staff to focus more precisely on the skills and knowledge they want individual children to learn from activities
- build on partnerships with parents to ensure they are consistently well informed about their child's next steps and how they can continue their individual learning at home.

Setting details

Unique reference number	EY487453
Local authority	East Sussex
Inspection number	10277574
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	0 to 11
Total number of places	70
Number of children on roll	162
Name of registered person	Butterfly Nursery Limited
Registered person unique reference number	RP527281
Telephone number	01273 580819
Date of previous inspection	17 August 2017

Information about this early years setting

Butterfly Nursery at Greenwich House registered in 2015. It operates in Peacehaven, East Sussex. It is open each weekday between 7.30am and 6pm, throughout the year. The provider employs 24 members of staff, one of whom holds an appropriate early years qualification at level 6, one at level 4, 12 at level 3 and one at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023