

# Inspection of Butterflies Clubhouse

Kaizen Enterprise, 7a Eldon Way Industrial Estate, Eldon Way, Hockley SS5 4AD

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Inspection date: 27 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	Not applicable

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

### **The provision is good**

Children are happy to attend this setting and move quickly into the entrance as they anticipate the day ahead. They are welcomed by caring and familiar staff and readily leave their parents to walk hand in hand with staff up to the playrooms.

Children show they feel safe and secure. They move around the different playrooms with confidence finding a space that meets their needs in that moment. The staff move with the children to support them in their play. Children have the opportunity to let off steam in the large hall space. This is designed to allow children to challenge their physical abilities and enjoy the sense of space around them. The children have the opportunity to spend time in the sensory room. This provides a sense of calm, where children can relax on the giant swing, roll on the soft mats or just enjoy the sensory lighting.

Children build strong attachments with staff. They seek reassurance from staff when upset and to join in with play. Staff's knowledge of children is very good. This knowledge informs the staff when planning for each child, ensuring they make good use of learning opportunities based on children's interests. They extend familiar activities to support progression and promote success.

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

- Every child has an individual educational plan that meets their needs. Staff recognise the value of breaking down tasks to small steps and are skilled at identifying progress.
- Children get to experience trips in the setting's minibus. They visit the local community, including shops and parks. This offers children a wide range of experiences to support their development.
- Staff are sensitive to children's moods and emotional needs. They respond appropriately and support children to manage their emotions. The staff respond in a flexible way, adapting plans to ensure they meet the needs of the children on the day and in that moment. Visual prompts and clear, simple communication inform children of what comes next. Children can then anticipate the next activity or event.
- Parents report that the team support them with challenges they experience at home. They plan specific learning opportunities to practise skills to support home life. Parents speak of the significant progress their children have made since joining the pre-school. They comment on how well supported they feel their children are. In addition, they comment how well the manager supports them with seeking outside support and the Educational Health Care Plan process.
- High staff ratios mean that children often benefit from one-to-one support. This

enables a focus on supporting individual children's needs. Staff work closely with speech and language therapists. They implement recommended strategies to support children's language development. Children benefit from the robust partnership working with external professionals to ensure individual children's needs are met.

- The setting operates activity sessions during out-of-school hours. This service caters for school-age children with special educational needs and/or disabilities. The focus varies each day with elements planned by the children. The children are supported to develop independence and life skills such as taking part in meal planning, costings, shopping and cooking. They also engage in social activities, developing friendships and managing conflict. Children that have attended the pre-school service often return to access the activity sessions once they have transitioned to school.
- The management team and staff are dedicated to supporting the children and families in their care. The manager is skilled at accessing funding. This ensures they can offer children the high level of staffing to meet their individual needs. Staff are highly motivated to continually develop the services they offer. A high proportion of the team are undergoing further training to widen their knowledge. However, this is not specifically focused on them gaining expert knowledge of the needs of the children they care for.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff go through a secure recruitment process to ensure their suitability to work with children. The leadership team undertakes comprehensive risk assessments to ensure they keep children safe. They use this information to minimise risk while still offering a broad range of learning opportunities. They have a good understanding of any complex health needs of children in their care. Practical safety aspects of the site have been well planned for and the management have installed appropriate safety door alarms to keep children safe. All staff have regular safeguarding training, as well as additional training to further enhance the team's knowledge about specific safeguarding issues. The staff have good understanding of safeguarding and how to recognise a child that is at risk. They are confident in their knowledge of how to report concerns and ensure families are signposted to support agencies if required.

## **What does the setting need to do to improve?**

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

- build on the already good practice and seek further ways for staff to develop an expert knowledge of the needs of the children they care for.

## Setting details

<b>Unique reference number</b>	2620355
<b>Local authority</b>	Essex
<b>Inspection number</b>	10276112
<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 16
<b>Total number of places</b>	12
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Butterflies Club C.I.C.
<b>Registered person unique reference number</b>	2620354
<b>Telephone number</b>	07919178408
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Butterflies Clubhouse registered 2021. The early years pre-school operates term time, week days only between 9am and 2pm. The activity club, for children age five to 16 years operates all year round, 3pm to 7pm, plus weekends between 9am and 6pm.

## Information about this inspection

### Inspector

Sue Triscott

## 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 showed the inspector around the premises. She explained how they organise the environment and learning programmes for children.
- The inspector observed a range of activities and interactions between children and staff to evaluate the quality of education. This included a joint observation with the manager.
- Parents shared their views of the pre-school service during discussions with the inspector. Staff also shared their views and experiences at appropriate times during the inspection.
- The inspector met with the manager to discuss leadership issues, such as self-evaluation and the recruitment of staff.
- The inspector looked at some of the setting's documents, including staff suitability checks and paediatric first-aid certificates.

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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