

Inspection of Butterflies Pre-School Westgate Limited

The Bilabong, St Crispins Road, Westgate On Sea, Kent CT8 8EB

Inspection date: 11 May 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 demonstrate that they feel safe and secure on arrival at the pre-school. For instance, they confidently leave their parents at the main entrance. Children know the routine well as they independently self register their names onto their 'butterflies' and wash their hands before sitting on the carpet. They settle quickly and are eager and ready to learn.

Children make good progress across the seven areas of learning and development. Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). For example, staff work in collaboration with outside agencies to ensure that continuous progress is made through personalised intervention. This ensures that steady progress is made from children's starting points.

Children behave well across the pre-school. They consistently demonstrate positive attitudes to their learning and play. For example, they work in collaboration as they collect chairs to make a bus. They are happy and engaged as they role play together and use their imaginations as they share and take turns.

Children learn well to manage risks in their play. For instance, during free play in the garden, children climb on large play equipment. They are supported by staff, who encourage and congratulate them for persevering. Children learn how to keep themselves safe. This has a positive impact on their personal, social and emotional development.

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

- Staff know their key children well. This enables them to plan an exciting and stimulating curriculum, which is well planned to include their current interests. For example, children enjoy making their own play dough. They share and take turns as they add all the ingredients together. The skilful staff extend children's knowledge successfully as they introduce new vocabulary.
- On the whole, children enjoy activities that they complete as a group. However, at times, children are sat for extended periods of time. For instance, during the morning routine, children arrive one at a time and wait on the carpet for all their friends to arrive before group time begins. Younger children find it difficult to sit still and begin to wander. This impacts on their participation within the group, as they miss opportunities to engage and listen to what is happening next.
- Children are confident and capable of managing their feelings and behaviour. For instance, staff share the golden rules with children daily as part of the morning routine. Children know and can talk about them confidently. This ensures that they develop a good understanding of why behaviour rules are in

place as they develop a sense of right and wrong. During free play, children share and take turns without incident as they lead their own learning. Relationships among children, parents and staff reflect a positive and respectful culture. This has a positive impact on children's emotional development.

- Staff are successful in supporting all children, including those with SEND, to become increasing independent in their self-care routines. For example, at mealtimes, children instinctively know the routines. They wash their hands before sitting down and confidently self-serve their own snack, using equipment such as jugs with control. They have beautiful manners, consistently saying please and thank you. These effective practices promote and support the development of children's characters well and ensure that they are more than ready for their next stage of learning.
- Leadership and management at the pre-school is good. The manager talks passionately about plans to improve the opportunities available for children. For instance, they are currently developing a new garden, which will enable children to explore the natural world. This will enhance the experiences that are available to the children as they can spend longer periods outside in the fresh air.
- The manager has a clear vision for providing high-quality care and education to all. For example, staff receive regular, ongoing training to ensure that their knowledge builds and develops over time. New staff embark on a well-planned induction programme, which makes them feel valued and supported as part of the team. This has a positive impact on the outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a very good understanding of their duty to protect children in their care. The manager implements robust safeguarding training for all staff, to ensure their knowledge is up to date. Staff can confidently discuss a range of safeguarding issues, such as 'Prevent' duty, county lines and domestic violence. They know who they need to contact if they have concerns about a child in their care, and they have an excellent working knowledge of different referral routes. The manager follows safer recruitment guidelines when employing new staff and regularly checks the suitability of her staff team to ensure that children are kept safe.

What does the setting need to do to improve?

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

- strengthen the organisation and timing of routine times of day, such as group times, and increase meaningful participation for younger children.

Setting details

Unique reference number	EY489770
Local authority	Kent
Inspection number	10280406
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	33
Number of children on roll	49
Name of registered person	Butterflies Pre-School Westgate Limited
Registered person unique reference number	RP534639
Telephone number	07468600365
Date of previous inspection	5 September 2017

Information about this early years setting

Butterflies Pre-School Westgate Limited registered in 2015 and is situated in Westgate, Kent. It operates Monday to Friday, from 9am to 3.30pm, all year round. There are seven members of staff, four of whom have childcare qualifications at level 3 and 4. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Nicky Webb

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 deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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