

# Inspection of Yellow Butterfly Nursery

64 Somerset Road, Southall UB1 2TS

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Inspection date: 13 June 2023

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<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 arrive at this friendly and welcoming nursery. Routines are well embedded. Children settle quickly into activities in a calm and purposeful manner. Children have strong relationships with their familiar adults. This helps babies and toddlers feel secure, and pre-school children are confident to try new things and ask questions.

Pre-school children participate fully in group time, where they are encouraged to take turns to speak and actively listen to each other. They celebrate a variety of home languages through song and are excited to talk about a recent thunderstorm.

Staff are clear about what they want children to learn, as they make fruit kebabs and take part in a yoga session. Children make independent choices about their play, and adults follow their lead. For example, children decide to prepare 'soup' using fresh flowers in the water tray. Children enjoy learning and make good progress from their individual starting points.

Children behave very well. They respond promptly to instructions and enjoy the responsibility of carrying out small tasks. Staff are positive role models. They are respectful to each other and model good manners. As a result, even very young children say 'please' and 'thank you' without being prompted.

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

- The provider has a good understanding of the ongoing impact of the COVID-19 pandemic on children. She ensures that staff adapt a broad and flexible curriculum so that all children make good progress.
- The provider generally has an effective system for monitoring and coaching her staff. She knows her staff well and has individual training plans to suit their needs. This contributes to an increasingly skilled and confident team of practitioners. Staff say their well-being is well considered by the provider.
- The key-person system is highly effective. Staff know their key children well. They confidently talk about individual children's progress and next steps. This includes children with special educational needs and/or disabilities (SEND). Staff offer timely support to ensure all children experience success. Staff provide extra modelling for those children who may need this support. For example, children enjoy a sense of achievement when they successfully cut an apple. This inclusive practice enables all children to make good progress.
- Staff are good models of spoken English. They take every opportunity to build speaking and listening skills. For example, staff sit with children during the many worthwhile activities and promote discussion. This helps children develop conversational skills, particularly around taking turns to speak.

- Children develop their independence over time. Staff encourage younger children to put on their own bibs and use spoons to feed themselves. Older children help to set the table, serve the food and pour their own drinks. They take pride in carrying out these small tasks.
- Children benefit from healthy, balanced snacks and meals. Portions are appropriate for the age of the children. Fresh drinking water is always available. Children celebrate birthdays with fruit platters from home. They brush their teeth after snacks and meals. This promotes children's awareness of healthy choices and lifestyles.
- Occasionally, the management of transitions between routines can be chaotic for short periods and is not as smooth as possible for all children. This does not have a major impact on their overall learning experiences.
- Occasionally, despite children always being within sight and hearing, staff do not maintain an awareness of what all children are doing to ensure they make timely interventions when needed.
- Parent partnerships are strong. The provider works hard to keep parents informed about their children's next steps. Parents value the feedback they receive. They comment that their children are very happy at the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider ensures that thorough safeguarding measures contribute to children's well-being and safety. The designated safeguarding lead, and the staff, confidently know how to spot welfare concerns. They manage these in line with the local authority safeguarding partners reporting procedures. Staff understand what to do if they are worried about the behaviour of another staff member. The provider makes sure the premises is free of hazards, allowing children to access a safe and child friendly environment. Effective recruitment checks are in place to make sure that staff working with children are suitable to do so.

## **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 make transitions between routines as smooth as possible for all children
- help staff maintain an awareness of what all children are doing, to make timely interventions when needed.

## Setting details

<b>Unique reference number</b>	2636802
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10293825
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Yellow Butterfly Nursery Ltd
<b>Registered person unique reference number</b>	2636801
<b>Telephone number</b>	07961228235
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Yellow Butterfly Nursery Ltd registered in May 2021. The nursery is situated in Southall, in the London Borough of Ealing. The nursery operates each weekday, from 8am to 6pm, all year round, except Christmas. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine members of staff, including a cook/cleaner. Most staff who work with children hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Seema Parmar

## 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.
- Parents spoke with the inspector during the inspection, and their views were taken into account.
- 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 spoke to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning and progress.
- The inspector considered the safety and suitability of the premises and safeguarding arrangements and reviewed relevant documentation relating to staff's suitability to work with children.

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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