

Inspection of Butterflies Uxbridge Preschool

Uxbridge Community Centre, 32b The Greenway, Uxbridge UB8 2PJ

Inspection date: 25 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children run to the door as they arrive at this well-organised pre-school. Children and parents are greeted warmly by caring staff. Staff adapt their care for each child, quickly making plans after a swift handover from parents. For example, parents inform staff if their child slept well or if they ate breakfast, and staff use this information to plan the child's day. Children are given time to settle. They approach their peers to play and seek out staff if they need a reassuring hug.

Staff provide a well-resourced, stimulating indoor play environment. This supports children's development across all areas of the curriculum. Children choose resources from a wide range that is easily accessible to them. Children are confident to move around purposefully to seek out activities they would like to play with. Children use their imaginations and make links to experiences from home. For example, they prepare food in the home corner and approach staff with a plate and spoon to 'eat' what they have made.

Children's behaviour is good. Staff have high expectations for all children. Staff act as role models, demonstrating respectful interactions and communication, which children observe and follow. Children happily follow routines, such as washing their hands, before sitting down for fruit at snack time.

Children with special educational needs and/or disabilities (SEND) are well supported. Leaders and managers make swift referrals for support after sharing observations and seeking consent from parents.

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

- To support children moving into the setting, information is collected from parents relating to children's likes and care routines. Key workers are allocated when children and their families first visit. For example, staff sharing home languages are linked to families who speak English as an additional language (EAL). Activities are planned using children's interests. Children settle well and form strong attachments with staff.
- Key workers make regular observations. They use the information well to assess children's current stage of development. Discussions with parents lead to agreed next steps for learning. Independence with dressing, eating, drinking and toileting are a curriculum focus. However, on occasion, some staff peel fruit and pour drinks without letting children have a go for themselves.
- Staff plan a stimulating environment for children. They create a safe area indoors for physical activities. Mats and foam shapes enable older children to safely jump and roll. Younger children use walkers and buggies to push their 'babies' and manoeuvre around furniture, building their confidence when

walking.

- Children participate in adult-led, small-group activities. Staff quickly recognise children who need extra support. Staff have clear learning intentions for children at similar stages of development. For instance, children are supported effectively to make choices, develop turn-taking and sharing skills, or extend their language and vocabulary through stories and singing. Staff also use known strategies to support children's attention and listening. Support is carefully targeted, and all children make good progress.
- Children behave well. Times of change are well managed, and staff's behaviour expectations are embedded. Children stop and raise their hands as staff give clear direction as to what is going to happen next. Children are rewarded with praise for their cooperation. At times, the praise given is general, and children do not receive praise specific to the positive actions seen.
- Parents are full of praise for the staff. Parents feel supported and fully involved in their children's learning. They share how observations from their child's first visit are shared with them. Parents who speak EAL have access to a new online application that can translate observations and information into their home language. Parents proudly share the progress children make and say how much their children enjoy coming each day to see their friends and the staff.
- Leaders and managers have been very creative with recruitment, growing their staff team by offering opportunities for volunteers to access courses leading to professional childcare qualifications. Systems are in place to continually evaluate and reflect on staff practice. Staff state how they are well supported through regular supervision, team meetings and access to online training. Leaders and managers have developed links to the local authority early years team for guidance and support.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. There are arrangements in place to ensure that staff have a clear knowledge of how to safeguard children. Staff understand how changes in children's behaviour may support them to recognise children who are at risk of significant harm. Staff know how to report child protection concerns by following local safeguarding procedures. Robust recruitment procedures and ongoing supervision ensure that staff are, and remain, suitable to work with children. Children are signed in on arrival at the setting, and staff complete regular headcounts to ensure they keep an overview of where children are in the setting.

What does the setting need to do to improve?

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

- use everyday activities and routines as further opportunities to encourage

children's independence

- ensure children being praised are clear of the behaviour or activity they are being rewarded for.

Setting details

Unique reference number	2680596
Local authority	Hillingdon
Inspection number	10303308
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	21
Name of registered person	Butterflies Pre-School Partnership
Registered person unique reference number	RP533351
Telephone number	07809874671
Date of previous inspection	Not applicable

Information about this early years setting

Butterflies Preschool Uxbridge opened in March 2022 and is situated in the London Borough of Hillingdon. It operates Monday to Friday, from 9am to 12.30pm, during term time only. The setting accepts funding for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Bernie Dunne

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 inspector had a tour of the premises to complete a learning walk, and the leader described how the environment and the curriculum are organised.
- The inspector spoke to parents, to consider their views.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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.

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