

Inspection of Butterflies Pre-School

12th Caterham Scout Hut HQ, Parsons Pightle, Coulsdon Road, Old Coulsdon,
Surrey CR5 1EE

Inspection date: 24 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and families are welcomed by happy, friendly and nurturing staff. They are excited to enter the setting, and they confidently separate from their parents with ease. Children are eager to participate in the fun and carefully planned activities on offer. Staff place children's interests at the heart of what they provide, with engaging topics and themes they know the children will gain knowledge from. For example, staff provide children with a newly created 'dinosaur world' in the outside area, which has sparked children's curiosity. Staff encourage children to learn new vocabulary as they name the different dinosaurs they play with.

Children behave extremely well. This is due to the positive role models and high expectations staff have of every child. Children show high levels of concentration as they engage in their play. They enjoy making shapes in the warm, lavender-scented play dough, confidently using mathematical language to name them. Children are polite and respectful of each other. They play happily together and share and take turns patiently.

Staff place a high priority on promoting children's healthy lifestyles and diets. They believe in the ethos of 'healthy body, healthy mind'. Children learn about the benefits of physical activity and talk about the different 'rainbow food' in their lunch box. Staff work closely with parents to support them to provide their children with well-balanced and healthy lunches.

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

- Parents speak highly of staff and value the care their children receive. Staff form positive partnerships with parents from the very beginning. This helps to ensure that children are happy and their needs are well met. Staff keep parents regularly informed of their children's learning. Therefore, parents are aware of their child's progress and next steps in their learning.
- Children use a story about a colour monster to help them to understand and manage their emotions appropriately. Children learn to be kind. They take care of their friends and look after them when they are unhappy. For example, children respond sensitively to their peers when they hurt themselves and ask them if they are okay.
- Staff's well-being is a priority. The manager conducts regular supervision meetings which help to ensure that staff are happy. Staff feel supported and work well as a team. The manager encourages and supports staff to undertake additional training to improve their practice and further their knowledge and skills. Staff are supportive of each other. They regularly feedback to each other about how activities can be improved to provide the best possible learning experiences for children.

- Children develop their understanding and build on their previous learning. For instance, they use cotton wool and water to grow cress seeds. Children confidently talk about how they can take care of the cress seeds at home, including watering them and finding a place at home to provide sunlight to help them grow. Children remember not to over-water the cress seeds, which they had previously done with bulbs they had planted.
- Pre-school children are well prepared for school. They are encouraged to be independent in their self-care. Children independently find and put on their coats and boots before going to explore the outside learning environment. Children choose their healthy snacks and are encouraged to pour milk into their cup. Staff build strong partnerships with schools, which helps to ensure a smooth transition for children to Reception class.
- Staff promote children's love of reading. Children immerse themselves in story time, as staff read enthusiastically and make reading stories fun and enjoyable. Children retell stories to their friends, using expression and the language of stories, such as 'Once upon a time'.
- Staff identify and support children with special educational needs and/or disabilities. They establish links with other professionals to help to provide further support around, for example, the development of children's speech and language skills.
- Staff provide opportunities for children to learn about important festivals and celebrations. However, staff do not consistently offer experiences to develop children's understanding further to reflect the culture of the children and families who attend the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff follow the policy and procedures to keep children safe from harm. All staff complete safeguarding training, including in 'Prevent' duty. They regularly update their safeguarding training. Staff have a strong knowledge of child protection issues. They understand how to report concerns and work closely with other agencies. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure that the premises and trips off site are safe. Robust recruitment procedures are in place to make sure that all staff 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:

- extend children's understanding of different cultures and diversity to reflect the children who attend the setting.

Setting details

Unique reference number	2605053
Local authority	Croydon
Inspection number	10251668
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	2 to 4
Total number of places	60
Number of children on roll	53
Name of registered person	Utting, Jennifer
Registered person unique reference number	RP511651
Telephone number	07429 099608
Date of previous inspection	Not applicable

Information about this early years setting

Butterflies Pre-School registered in 2020. It is located in the London Borough of Croydon. The setting employs eight members of childcare staff, including the owner. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time. Sessions are from 8am until 2.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie McCarthy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk together and discussed how the curriculum and setting are organised.
- The manager and the inspector completed a joint observation to evaluate the quality of education.
- The inspector observed interactions between staff and children in a range of activities.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector held a meeting with the manager and reviewed a sample of relevant documents, including policies, staff qualifications, and evidence about recruitment and staff suitability.

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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