

Butterflies

Village Hall, Dye House Road, Thursley, GODALMING, Surrey, GU8 6QD

Inspection date	22/05/2014
Previous inspection date	19/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged.
- Children thoroughly enjoy their time at the setting. Children of all ages are happy and confident.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- A very good partnership between the nursery and parents ensures key information is shared between them so that children's care and learning is continuous.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.

It is not yet outstanding because

- Staff do not always use skilful questioning techniques to maximise children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents and those spoken to on the day.
- The inspector and deputy manager undertook a joint observation together.

Inspector

Alison Large

Full report

Information about the setting

Butterflies is a privately owned nursery which originally opened in 2005 and re-registered under its current ownership in 2008. It operates from Thursley village hall, on the outskirts of Godalming in Surrey. The nursery serves the local area and surrounding villages. Children have use of the main hall with a sleep room, kitchen and toilet facilities also available. There is an enclosed garden available for outside play. The nursery is open from 8am to 5.30pm Monday to Friday for 51 weeks of the year. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. There are currently 48 children in the early years age group on roll. The setting receives funding for early education for two, three and four year old children. The nursery is able to support children with special educational needs/and or disabilities and children learning English as an additional language. There are eight members of staff working with the children and all but one hold appropriate early years qualifications with one staff member currently working towards a qualification.

What the setting needs to do to improve further

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

- enable all staff to better support and extend children's learning further, through discussions and asking questions to encourage them to think more.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the nursery; they arrive confidently, and keen to begin their day. Staff demonstrate a secure understanding of how children learn, by providing a stimulating and well organised environment. They support children in making their own choices inside and outside. Children are making good progress as a result, and take part in a varied balance of adult-led activities and free play which engage their interest. The educational programmes ensure the children are offered interesting and challenging experiences across the different areas of learning. Children have access to a wide range of toys and materials, some of which are stored accessibly to allow children to choose activities independently. This helps children to develop the confidence to explore, learn and develop the skills needed for their future learning. Babies and toddlers have lots of opportunities to explore resources with their senses. They touch and handle toys, discovering how things make a variety of noises and have different textures. Children are able to convey their views and thoughts well, as staff allow them time to talk. Staff are good at encouraging children to listen to what they are saying. This contributes to the building of good relationships and children's listening skills.

Staff sit with children and most engage in conversations with them well. For example, there are discussions about songs they have learnt, exciting activities that children will be able to access during the day and favourite stories they like. Consequently, staff promote children's language skills well overall to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some activities. This means that they miss opportunities to encourage children to think and respond at such times. Children are able to access a good selection of resources such as pencils, crayons and a selection of painting tools to practise their early mark making skills. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Children become aware that written words have meaning, for example, as adults sit and read books with them and staff teach them how to write their names in their workbooks or on their art work.

Staff are skilled at finding out about children's starting points when the children start at the setting. Good observations are well documented in each child's learning journal, and clear tracking sheets show the progress each child is making. Planning is targeted towards each child's interest, capability or individual need by using this information to guide activities. Staff also record children's next steps in learning. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. The nursery has implemented the required progress check for children between the ages of two and three years old so they can identify and work with any gaps in children's progress. Parents are kept well informed about the life of the setting via the notice boards and through daily chats to staff. They are invited to regularly comment on their child's progress to ensure a continuous learning environment flows from the setting to home and back.

The contribution of the early years provision to the well-being of children

All children are welcomed into the setting and learn to share, take turns and to value each other. Young children are actively involved in their play, confidently selecting and exploring resources. They are able to crawl and climb and practise a range of movements in safety. They are supported well by the staff and become confident in their daily routines. Effective systems are in place to manage children's behaviour. Children get on well with each other and the staff implement appropriate behaviour management strategies to encourage good conduct. Children are praised and encouraged by the staff and are secure and settled, and develop a good sense of belonging. Children relish the outdoor play opportunities for physical play. They have a large outdoor area where they have many opportunities to run around, dig, pour and build and get lots of fresh air.

Children are taught to take responsibility for their own personal needs through the everyday routines. They are encouraged to wash their hands following a visit to the toilet and after messy play, and most children do this independently. The nursery provide all meals and snacks for the children and food is delivered by an outside catering company. The setting have a rolling menu and a good variety of healthy and nutritious food is provided. Good systems are in place to inform staff of any health or dietary issues the

children may have, and thorough records are kept of accidents and medication administered. Staff support the children to help them settle when they first join the setting and as they progress into the older age group. Children with special educational needs and those learning English as an additional language are also well supported by staff. Staff develop good relationships with the local schools the children will move on to. They support the children well to become independent and gain the skills needed to move successfully to the next stage in their learning.

The effectiveness of the leadership and management of the early years provision

The inspection was prompted by concerns from a parent about staff's knowledge and understanding of safeguarding procedures. The inspection found that the provider has taken action to address the concerns including a misconduct of language procedure. All staff have attended safeguarding training and know their role and responsibilities for dealing with any child protection concerns that may arise with the children in their care. They have a good knowledge and understanding of the whistle blowing procedure and how to deal with any allegations. The nursery has a clear safeguarding children policy which informs staff of their responsibility to act on any concerns they may have about the children. This ensures children's safety is fully promoted.

The leadership and managers demonstrate a good knowledge and understanding of the welfare and safeguarding and learning and development requirements and implement them well. Children are secure and happy in the nursery. They progress well because staff monitor the educational provision and address any gaps in children's increasing knowledge and abilities. Children's safety has priority. Clear procedures are in place for the recruitment and vetting of staff, which ensures all adults working with children are suitable to do so. Management complete a thorough induction process for new staff to make sure they understand the nursery's policies. A regular staff appraisal means that managers can monitor staff's strengths and weaknesses and offer further training to ensure consistent good practice.

Staff are deployed well and make sure the children are well supervised. Clear records of risk assessment show how safety is prioritised in all areas both inside and outside. Staff monitor children well and use clear explanations to help ensure that children learn to understand hazards and keep themselves safe. Staff also carry out daily checks before the nursery opens, so that all areas remain safe for the children to use. Equality and diversity are promoted well. Staff value children's uniqueness and work hard to make sure all children are included and their development is effectively supported. Systems for self-evaluation, monitoring and evaluating practice are in place to enable the staff to identify their strengths and any area to develop. Parents' and children's views and preferences are also included to develop and enhance the provision.

Parents sign a wide range of agreements when their children first start at the nursery. They are kept fully informed about their child's learning and development via the feedback given each day and the regular sharing of the child's learning journal. The excellent

relationships developed with the parents ensures all children succeed. The nursery is committed to providing the best quality care and education for all children. The nursery has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY375898
Local authority	Surrey
Inspection number	975671
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	48
Name of provider	Butterflies Partnership
Date of previous inspection	19/11/2008
Telephone number	07866 482 803

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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