

Inspection date	20 June 2017
Previous inspection date	22 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to meet all the requirements of the early years foundation stage. They have not notified Ofsted of a change in manager, which is a breach of the requirements.
- Recruitment procedures are not rigorous enough. The provider does not carry out sufficient checks to ensure all adults are suitable or safe to work with children before they begin work at the setting.
- New systems to identify how well different groups of children are progressing and close any gaps in learning have not yet been fully implemented.

It has the following strengths

- Children are happy and enthusiastic to engage in new experiences. The indoor and outdoor environment captures children's interests and enables them to become confident and independent learners from an early age. Older children are well prepared for their move to school.
- Staff have warm and caring relationships with the children. They know the children well and are able to meet their individual needs effectively.
- There are effective settling-in routines in place. Parents speak highly of the nursery and value the support that staff offer their children. They are regularly informed about the progress that their child is making through daily discussions and written reports.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ increase understanding of the statutory safeguarding and welfare requirements of the early years foundation stage, including all matters that must be notified to Ofsted 	24/07/2017
<ul style="list-style-type: none"> ■ improve recruitment procedures to ensure robust information about a person's suitability is obtained prior to them working with children, including obtaining references from their most recent employer and checking the relevancy of qualifications. 	24/07/2017

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

- develop the system to monitor the progress made by different groups of children in the order to identify and close any differences in achievement.

Inspection activities

- The inspector held meetings with leaders during the inspection.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the leaders to evaluate the quality of teaching.
- The inspector sampled a range of documentation, such as records of the progress that children have made, staff files, and accident records.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not demonstrate a suitable understanding of the safeguarding and welfare requirements. Recruitment and vetting procedures are not thorough enough. There is insufficient evidence to demonstrate that all staff working with children are suitable to do so. For example, there is no evidence that appropriate references have been obtained for all staff, including those who hold positions of authority within the nursery. In addition, the provider has not ensured that leaders hold relevant qualifications to fulfil the role. As a result, decisions to appoint staff have been made without all the relevant information to check that they are suitable or safe to work with children. Nevertheless, staff who work with the children have a good understanding of how to keep children safe. Recent training means that they understand how to identify any children who may be at risk of harm from extreme behaviours and views. Leaders use staff meetings, peer observations and supervision arrangements effectively. This enables staff to make improvements and develop their practice.

Quality of teaching, learning and assessment is good

Children are developing good communication skills as staff spend time encouraging conversation and asking questions to make them think. For example, staff challenge children to think about the magnetic rods they are using and why some will not join together. Staff talk to babies and young children about what they are doing so they can begin to develop their early language skills. Staff plan activities that they know children will be interested in, as well as joining in play which is led by the children. This helps children to become curious and motivated learners, as together they explore why some cars move faster down a slope than others, for example. Staff complete regular and accurate assessments about what children can do. They use this information effectively to plan for children's next steps in learning. However, leaders know that they do not yet have a secure understanding of how well groups of children who attend the nursery are progressing. This means that children may not always learn as much as they could.

Personal development, behaviour and welfare are inadequate

Weaknesses in recruitment mean that children's safety cannot be assured. However, staff act as good role models for children. As a result, children learn to value differences and treat each other with respect. For example, older children help those younger than themselves by offering them snacks before taking any for themselves. Babies show that they are emotionally secure and their attachments with staff are strong, as they seek out staff for cuddles when they are tired. Staff support children's physical development well. They encourage them to think of different ways to move their bodies and they excitedly jump, hop and skip through water. Children behave well. Staff have appropriate expectations for children's differing needs and maintain a consistent approach, helping them to feel secure in the setting.

Outcomes for children are good

Children are making good progress in their learning. Older children enjoy using two-dimensional shapes to make pictures that represent insects they have seen. Babies paint

with water and use their senses to explore the texture of the paper as it becomes wet. Younger children show a keen interest in books as they sit by themselves and re-tell familiar stories. Outside, older children enjoy 'becoming scientists', as they explore why some materials dry quicker than others when placed in the sun. Children work well together, they learn how to share resources and take turns. They use their imaginations when planting seeds to predict what the seeds will grow into.

Setting details

Unique reference number	EY375898
Local authority	Surrey
Inspection number	1098687
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	39
Name of registered person	Butterflies Partnership
Registered person unique reference number	RP528133
Date of previous inspection	22 May 2014
Telephone number	07866 482 803

Butterflies is a privately owned nursery that registered in 2008. It operates from Thursley village hall, in Godalming, Surrey. The nursery is open from 8am to 5.30pm Monday to Friday for 51 weeks of the year. The setting receives funding for early education for two, three and four year old children. There are eight members of staff working with the children, five of these staff hold early years qualifications.

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.

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