

Inspection of Butterflies Early Years Centre

Polhearne Way, Brixham, Devon TQ5 0EE

Inspection date:

20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children have positive relationships with staff, which help them to arrive confidently and settle quickly. Staff provide an attractive and safe environment and children are keen to explore and play with the available toys. Staff model some expectations of children's behaviour, such as using good manners and encouraging children to say 'please' and 'thank you'. However, staff do not consistently help children to understand the boundaries. Staff do not always intervene effectively when younger children struggle to share and squabble. This does not support their emotional well-being or teach them to interact with others appropriately.

The manager and staff do not always have high expectations for children. They plan experiences that interest children, which motivate them to take part. However, staff do not link activities closely enough with children's next steps in learning, to provide good challenge that builds on what each child knows and can do. Staff model language clearly for children to enable them to hear the correct pronunciation of sounds and words. However, they do not routinely support children to speak and practise their language skills.

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

- Since the last inspection, the manager has addressed some of the actions effectively. They now complete progress checks for two-year-olds in good detail and share these with parents. Partnerships with other settings are effective and provide staff with information about children's experiences elsewhere, so they can provide some consistency for children.
- The manager has a good relationship with the staff but does not monitor their practice accurately to identify and address weaknesses. In their enthusiasm, staff often speak for children and ask too many closed questions. This does not support children to think, develop their language skills and build the confidence to share their ideas.
- Staff assess children accurately and recognise appropriate next steps in the children's learning. They use some opportunities appropriately to build on what children can do, such as encouraging them to count as they play and to copy their written names. However, they do not use what they know about children's learning to plan challenging and stimulating activities that help all children to develop their skills and knowledge. For example, staff encourage children to colour printed sheets and to glue leaves to paper, which the children enjoy but learn little from. Children make some progress but not as much as they are capable of, to prepare them well for school.
- Children are confident to engage in pretend play, and from their positive relationships with staff feel assured that staff will join in when invited. Children make pretend meals and cups of tea for staff and take on the roles of different

characters when they dress up.

- Staff do not consistently help the younger children to understand the rules, to support them to manage their behaviour. For example, when children try to snatch toys from each other, staff prompt them to play cooperatively by repeatedly saying 'nicely' but do not address the inappropriate behaviour. Consequently, children continue to play in the same manner as before, which upsets others and interrupts their play.
- Partnerships with parents are not effective. Staff provide parents with some updates about their children's care and general progress. However, they do not work closely enough with parents to find out about children's individual needs, to ensure they provide the necessary support and input that children require.
- Children are confident and feel able to ask the caring staff team for help if needed, such as with putting on dressing-up clothes and opening food packages.
- Staff promote children's healthy lifestyles. They provide nutritious snacks, remind children to wash their hands at appropriate times and encourage them to play and be physically active in the fresh air regularly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have completed recent safeguarding training to ensure their knowledge of child protection is up to date. They have a robust understanding of how to recognise if a child's welfare is at risk of harm and know how to refer concerns to the relevant authorities. The manager and staff are aware of wider safeguarding matters to help them protect children, such as from extremist views. The manager risk assesses the play spaces to identify and minimise potential hazards. For example, she ensures children cannot leave the building without staff supervision and teaches children not to enter the kitchen area.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve planning to ensure activities link with children's next steps in learning, to provide appropriate challenge and stimulation that help all children make good progress	18/12/2019

develop the monitoring of staff's practice and provide more effective support and coaching, with particular regard to developing children's language skills, especially for younger children	18/12/2019
ensure staff manage children's behaviour consistently and effectively to help children understand the boundaries and support them to make more positive choices	18/12/2019
improve partnerships with parents to obtain all relevant information about children's individual needs, to plan and provide more targeted support.	18/12/2019

Setting details

Unique reference number	EY338910
Local authority	Torbay
Inspection number	10102813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	18
Number of children on roll	20
Name of registered person	Butterflies Early Years Centre Committee
Registered person unique reference number	RP526421
Telephone number	07977 359030
Date of previous inspection	1 April 2019

Information about this early years setting

Butterflies Early Years Centre registered in 2006. It operates from a building within St Margaret Clitherow Roman Catholic Primary School, in Brixham. The pre-school is open Monday to Friday, from 9am to 3pm, during term time. It receives funding for the provision of free early years education for children aged two, three and four years. The pre-school is managed by a committee, which employs three staff, all of whom have early years qualifications at level 3.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- The inspector spoke with children, their parents and staff to take account of their feedback.
- The manager and inspector carried out a joint observation to assess the quality of teaching and learning during an adult-led activity.
- The inspector observed children as they played and communicated together.
- A selection of documents was sampled, including staff's training certificates and suitability checks, and records relating to health and safety.
- The manager and inspector held a meeting to discuss the policies and processes and how they link with the requirements of the early years foundation stage.

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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