

Inspection of Butterflies Early Years Centre

Polhearne Way, Brixham, Devon TQ5 0EE

Inspection date: 13 July 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy in this homely and nurturing setting. Due to the COVID-19 (coronavirus) pandemic, parents and/or carers are not currently able to enter the setting. However, children have adapted well to the changes. They happily leave the adults at the gate and go into the building with staff, eager to play and learn. Children behave very well and enjoy the company of others. They play cooperatively together, and are confident to share resources and to take turns in their play. Children demonstrate a positive attitude to learning. Children learn the importance of physical activity, receive support to help them make healthy food choices and have regular drinks in warmer weather.

Children have very close relationships with the caring staff team. Staff are positive role models, and provide children with warm praise for their achievements. Children remember to say 'please' and 'thank you' and are kind to each other. For example, older children thoughtfully carry two cups of milk to the table, one for them and the other for a younger child.

The manager has an ambitious vision to provide high-quality inclusive care and education, to all children. She provides a curriculum that is designed to give all children the knowledge and skills they need to succeed.

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

- The experienced staff team make learning enjoyable. They complete regular observations of children's development, using these to plan activities that extend the learning for all children. Staff take account of children's interests and have a clear intent for what they want children to learn. For example, staff encourage children to look in a mirror and paint their portrait. This helps children to recognise the similarities and differences in their own facial features. Children regularly look at the wall display of their colourful pictures, and talk about who is who and celebrate what is unique to them.
- Staff confidently use good questioning techniques to allow children time to think and respond, in order to help them express their own ideas. For example, during activities involving different types of recycled objects, staff skilfully ask children questions about changes they would like to make to their cardboard tube. They guide children to decide where to place and reposition other recycled objects. Children excitedly and thoughtfully select different materials and resources. As a result, children take time to design and make their own creations. They show pride in their achievements.
- Partnerships with parents are very good. Parents speak very highly of the setting. Staff gain information about children's care and learning needs before they start. This helps children to settle quickly and enjoy their time at the

setting. Staff regularly inform parents about children's progress. However, they are not consistently provided with ideas on how to successfully guide their children's development at home.

- Staff are kind and welcoming to children and spend lots of time playing with them. This positive interaction helps children to develop secure attachments. There are lively conversations throughout the day. However, staff do not consistently support children, to help them to pronounce sounds and words correctly.
- Staff provide many opportunities for children to be active and interactive. For example, children excitedly walk around the outside play area balancing a plastic egg on their spoon. Staff suggest options to increase the challenge for them all. Older children show increasing physical development as they climb up steps and go down the slide, and do not drop their egg. Children delight as they discover water in their spoon helps the egg to 'stick'. Staff skilfully explain and introduce the idea of 'suction' to help children understand what is happening.
- The dedicated manager leads an enthusiastic staff team. They identify children who require additional support, and work closely with parents and outside agencies to provide a consistent approach to children's specific needs. Staff have completed many training courses and share their learning with each other. They develop strong relationships with local schools, supporting children to develop confidence to be ready to progress in their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding which staff have embedded well into their practice. Staff ensure children can play in a safe and secure environment. For example, they ask children to return indoors when the grass in the adjoining field is being mowed, and there is an increased risk of flying debris. Staff attend regular training to ensure their knowledge remains current. They are familiar with the procedures for reporting any signs of abuse or neglect, including those relating to wider safeguarding issues. Staff teach children to think about how to carry out tasks to keep themselves safe. For example, children show they know how to use scissors carefully.

What does the setting need to do to improve?

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

- strengthen links with parents to provide ideas on how to successfully guide their children's development at home
- further develop the communication and language curriculum, to ensure children receive consistent support to help them to pronounce sounds and words correctly.

Setting details

Unique reference number	EY338910
Local authority	Torbay
Inspection number	10132870
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 at time of inspection	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	20 November 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

Linda Williamson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is implemented and organised.
- The inspector observed the quality of education and assessed the impact on children's learning. She spoke with staff and children during the inspection.
- The inspector held meetings with the manager. She reviewed documentation, including evidence of the suitability of staff working in the setting.
- The inspector carried out a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector spoke with parents to take account of their views.

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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