

Inspection of Butterflies

Oldham College, Rochdale Road, Oldham, Lancashire OL9 6AA

Inspection date:

17 January 2025

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children behave well in the setting. Staff are great role models and display mutual respect. This teaches children about positive relationships and promotes high levels of emotional well-being. The setting benefits from a long-standing staff team who are dedicated to their roles. Leaders have placed high importance on supporting their families. For example, the setting provides free books and children's clothes for families who need them.

The staff promote children's sense of belonging throughout the setting. All children participate in self-registration when entering the setting. This supports children to be able to identify themselves and older children are learning name recognition. The curriculum has been planned to give children a range of experiences and opportunities. Children with special educational needs and/or disabilities (SEND) are supported well with simple next steps which meet their learning needs.

There are inconsistencies in leaders and staff knowledge and understanding of how to promote safe sleeping arrangements. Consequently, leaders are not sharing the latest government guidelines on safe sleeping with parents. All staff have good knowledge of safeguarding and the procedures to take if they have a concern about the welfare of children. Staff take part in regular training and updates to keep their knowledge relevant.

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

- The setting seeks and listens to the views of parents on children's sleeping arrangements. Staff understand many sleep-safe issues, and they diligently check sleeping babies. However, the setting does not give enough priority to helping parents understand when other sleeping arrangements may be better for their children, and that they are consistently in line with the latest government safety guidance.
- Leaders support staff well-being exceptionally well. Staff members are happy at the nursery and feel well supported by the management team. However, leaders do not always give staff clear targets to ensure that they know how to improve their teaching. Therefore, not all staff are confident in implementing a curriculum that builds on what children know and can do.
- Staff support children's literacy skills well. For example, staff read with enthusiasm and pause to allow children to finish the sentence. This helps children to foster a love of reading and join in with repeated refrains. As a result, children are aware of how stories are structured and how they might end.
- Children engage in activities that support their understanding of the world. Staff encourage discussions about where penguins come from. They enjoy cracking penguins out of ice eggs with different utensils. This also supports children's

physical development.

- Independence is effectively fostered within the setting. The older children are given the opportunity to set the tables prior to lunchtime, utilise tongs for serving their meals and are encouraged to sample new foods. These practices help children develop essential skills that will benefit them throughout their lives.
- Older children demonstrate their creativity by making 'red hot chilli' in the outdoor space using sand. Staff members interact with the children in a playful manner, pretending to taste the chilies and role-playing alongside their narratives. The children respond with enthusiasm to the staff's engagement and eagerly recall lines from the story they have been exploring together.
- Staff utilise additional funding to enhance children's communication and language abilities. They have acquired new books and games that focus on introducing new vocabulary. A variety of visual aids are employed to provide children with alternative ways to express themselves, which is especially beneficial for those learning English as an additional language.
- Leaders are committed to collaborating with external agencies to assist children with SEND. They have established strong systems to guarantee that the necessary support is available. Consequently, children and their families can access additional resources to help facilitate their children's progress.
- Parents are happy at the setting and speak highly of the staff team. Many families return with siblings and say this is due to the trust that they have in the team. Parents enjoy receiving regular information about what their children have been learning. This helps to keep them up to date with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure information is shared with parents so that all agreed sleeping arrangements are best suited to the age, size and needs of children, and are consistently in line with the latest government safety guidance.	14/03/2025

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

- strengthen arrangements for the supervision of staff working directly with children to help them to support children to build on what they already know and can do.

Setting details

Unique reference number	511725
Local authority	Oldham
Inspection number	10368025
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	106
Name of registered person	Oldham College Governing Body
Registered person unique reference number	RP524617
Telephone number	0161 785 4090
Date of previous inspection	6 March 2019

Information about this early years setting

Butterflies registered in 1994. The nursery employs 17 members of childcare staff. Of these, one holds a qualification at level 6, 10 hold qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday during college terms. Sessions are from 8am until 5.30pm, Monday to Thursday, and from 8am until 5pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children to find out about their time at the setting.

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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