

Butterflies Childcare

Unique reference number (URN): 2794658

Address: 11 Old Road, Frinton-on-sea, Essex, CO13 9DA

Type: Childcare on non-domestic premises

Registered with Ofsted: 09/07/2024

Registers: EYR, CCR

Registered person: Kids Crew Ltd

Inspection report: 8 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

All children flourish in this small, cosy and inclusive nursery. Leaders and staff have a very secure knowledge of child development. They get to know all children who attend well, as robust information is sought when children first attend. Staff complete rigorous assessments and observations of children's progress, and therefore are able to swiftly identify any gaps in learning and when children may need extra support. They implement the clear guidance from leaders and work collaboratively with other early years professionals involved with children to ensure a consistent approach. This means staff are able to confidently support all children, including those with special educational needs and/or disabilities or who face barriers to their learning or wellbeing.

Leaders precisely plan targeted support, implement strategies consistently and review progress regularly. This results in all children consistently achieving well and being well prepared for their next stage in learning. Leaders ensure that early years pupil premium funding is used meaningfully to provide additional resources to meet children's individual needs and close gaps in their learning. Parents describe the support they receive as invaluable. They comment that the staff know their children well because it is a small nursery and feel their children have flourished since attending.

Leadership and governance

Strong standard ●

Leaders are very passionate about their role. They are committed to providing children with the best possible start and promoting positive outcomes. Leaders respect and value the contribution that the small staff team makes. They thoughtfully consider staff wellbeing and workloads. Staff speak highly of the leaders and comment on how much they enjoy their work and feel supported. Leaders have created a very welcoming and respectful environment. Leaders have a robust knowledge of the importance of self-evaluation. They are highly effective at highlighting areas of strength and areas to develop further. This is achieved through careful monitoring and observing staff practice. For example, leaders are aware of minor weaknesses in practice and are working hard to support staff to consistently help children to negotiate minor differences for themselves. Leaders motivate and support staff to build on their own skills and encourage participation in further professional development.

Extremely positive professional, yet friendly, partnerships are established with parents. Parents are positively welcomed into the nursery. They speak highly of the staff and the rapid progress their children make as a result of attending. Leaders provide parents with flexibility when settling children. This effectively promotes children's regular attendance. Leaders are proactive and work tirelessly to secure meaningful working relationships with external professionals so that they work collaboratively and provide children with consistent, high-quality support. Leaders ensure any additional funding, including early years pupil premium, is used effectively to enrich learning experiences and help to remove barriers and strengthen children's progress. For example, providing additional resources to support children's emerging needs, or opportunities to participate in organised weekly music

sessions, enrich children's experiences. These opportunities have a positive impact on children's wellbeing and enable them to thrive.

Expected standard

Achievement

Expected standard 

Children make steady progress across the early years foundation stage. This is because they feel secure and develop a positive attitude to learning and are keen to try new things. All children, regardless of their starting points, including those who have barriers to learning, make progress in their development. Effective strategies and early interventions are in place to support all children. Children self-select activities of their choice and access resources to help them initiate their own play. For example, children show sustained concentration and fascination as they engage in imaginary and creative play. Children focus as they sprinkle glitter over play figures. Children are confident communicators and explain that it is magic dust that will help them fly.

Children learn through a well-planned and ambitious curriculum. There is a focus on helping children learn the skills they need to be independent learners. All children, even the youngest who attend, show perseverance and determination to do things for themselves. For example, they persevere when dressing in puddle suits and boots in preparation for outdoor play. However, minor weaknesses in consistency of teaching mean while children achieve, this is not yet at the highest level.

Behaviour, attitudes and establishing routines

Expected standard 

Children benefit from a homely, calm environment. Leaders and staff provide children with a reassuring and respectful atmosphere in which to learn. Children typically respond well to the embedded and familiar routines in place. For example, they stop play when they hear the jingle of bells and know they must listen to the staff's instructions. This, along with displayed photos of the daily routine, helps prepare children to understand that activities will finish and ensure a smooth transition from one routine to another. Leaders and staff place a focus on promoting positive attitudes through the established routines. They actively encourage good attendance, which ensures children's welfare and helps children to build secure relationships and fully participate. Babies and toddlers' individual routines are respected and adhered to. Robust information is gathered when children first attend and thorough discussions during settling in to ensure all staff are aware of parents' wishes for their children. Babies play in a bright, well-organised and welcoming playroom.

Children's behaviour is very positive. This is because leaders and staff have high expectations for all children attending. Staff model positive behaviour well, and this is reinforced throughout the day. Children are positively encouraged and supported to take turns during activities. They are beginning to understand about their emotions as they listen to stories and engage in conversations with staff. Children typically have the vocabulary to express how they feel. Children's wellbeing is supported well. On occasions, children are not

given time to think for themselves and negotiate minor conflicts with their friends, as staff are too quick to intervene and resolve these for them.

Children's welfare and wellbeing

Expected standard 

Children have formed secure and responsive attachments with their key person. They are spoken to with respect and kindness. For example, staff ask children if they may make them comfortable and change their nappy. Staff respect parents' wishes and ensure that effective care practices and routines meet children's individual needs. Typically, children are confident in taking care of their personal needs. For example, they independently access the bathroom or pour themselves a drink when they are thirsty. Children learn the importance of keeping healthy through meaningful conversations and participating in activities. Mealtimes are regarded as a social experience. Children learn table manners. They discuss healthy food choices with staff and are gently reminded of the importance of sitting still when eating so that they do not choke. Generally, staff support children as they learn to recognise, express and manage their emotions. Children who require a quieter space to learn, those with special educational needs and/or disabilities, or those who have barriers to learning, benefit from a new sensory room. This provides all children with a calm, cosy space and enables them to regulate how they feel.

Children's physical development is supported well through daily exercise and walks in the fresh air. Children enjoy running and throwing frisbees and balls with skill as they participate in daily outings to the local church garden. They engage in meaningful conversations as they walk to the garden and learn the importance of road safety and not speaking with strangers. Children are reminded of the rules to keep them safe when using the outdoor play space. While children have some opportunities to learn how to keep themselves safe, staff do not explicitly teach children how to stay safe when using digital technology.

Curriculum and teaching

Expected standard 

Leaders and staff have a sound knowledge of child development and how to provide children with an inclusive and ambitious curriculum. Staff ensure activities and resources are accessible to all. Teaching is adapted to meet each child's individual needs to ensure they can participate fully. For example, children have a choice as to whether they join in organised music sessions. Staff understand that, for some, this may not be appropriate and support children to engage in their chosen activities.

There is a clear focus on supporting children with the skills needed to be independent learners. This creates a secure foundation for future learning. Staff ensure children are well prepared for the transition to school through activities and discussion. For example, staff encourage children to talk about the uniform they will wear and name the school they will attend. Initial assessments and ongoing observations are completed. An effective key-person system is in place to ensure staff have meaningful discussions with parents regarding their child's progress. This supports a graduated approach to learning and identifies what children already know and can do so that staff can build on their existing knowledge.

Staff typically ensure children's physical and personal, social and emotional development are supported. They teach children how to stay safe. For example, when walking to the

church garden, staff discuss the importance of road safety. Staff teach children how to keep safe when cutting vegetables using knives, closely supervised. Children typically persevere and show sustained concentration as they master the skill of cutting potatoes and carrots. However, staff do not yet teach children how to stay safe when using digital technology. Staff support children's mathematical development well. Children recognise numbers with ease, use real money and count the coins required during role-play shopping activities. Staff engage children in simple sums, such as adding and subtracting. Toddlers learn about numbers through singing simple and familiar number songs and rhymes.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Children arrive excited and happy to start their day. They are greeted by friendly, welcoming and attentive staff. Children leave their parents and carers with ease. The nursery is small and provides children with a home-from-home environment in which to learn. Children show enthusiasm and curiosity and quickly engage in a chosen activity. They feel safe and secure in their environment and typically play well together with their friends. Staff know all children well and use this understanding to provide responsive care and support. Initial information gathered from parents includes children's interests and any special educational needs and/or disabilities or barriers to learning. This is used effectively to help children settle and fully participate in all that is on offer.

The curriculum is designed to build on what children already know, following their interests. Leaders ensure children's personal, social and emotional development and communication

and language skills are prioritised to support children's wellbeing. Children benefit from meaningful experiences beyond the nursery and within the community in which they live. For example, children routinely visit the local beach. They have exclusive daily use of the church garden and visit the library to choose books or engage in singing sessions. They enjoy trips to the nearby train station and local fire brigade. These experiences help children develop confidence and independence and support their readiness for the next stage in learning. Leaders promote regular attendance and act promptly when patterns of absence emerge. They are committed to supporting parents as well as children, to ensure a seamless and happy transition from home to nursery. Generally, children flourish at the nursery, and parents are very complimentary about all aspects of their children's experience. They speak with gratitude about the progress their children make and the attention they receive as a result of attending.

Next steps

- Leaders should strengthen support for children to learn about the safe use of technology and online resources.
 - Leaders should continue to support staff to help them recognise when to allow children the time to work through minor differences for themselves.
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About this inspection

The inspector spoke with leaders, practitioners, children, parents and carers and the special educational needs coordinator during the inspection.

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.

Inspector:

Lynn Hartigan

About this setting

Unique reference number (URN): 2794658

Address:

11 Old Road
Frinton-on-sea

Essex
CO13 9DA

Type: Childcare on non-domestic premises

Registration date: 09/07/2024

Registered person: Kids Crew Ltd

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:30 - 17:30

Local authority: Essex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 8 June 2026

Children numbers

Age range of children at the time of inspection

1 to 5

Total number of places

20

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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