

Buttercup Montessori Kindergarten

125 Watchouse Road, CHELMSFORD, CM2 8NG

Inspection date	07/04/2014
Previous inspection date	08/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good. Staff engage children in interesting and challenging experiences in all the rooms and use very effective questions to encourage children to think for themselves.
- Children in the baby room receive high levels of reassurance and clear communication to support settling and to develop their confidence to explore.
- Children with special educational needs and/or disabilities receive very good levels of sensitive and individual support through dedicated and experienced staff.
- Children are cared for by a committed team of long standing staff who have a clear understanding of their responsibility to safeguard children.
- The nursery works in positive partnerships with other professionals to promote children's continuous welfare and well-being at all times.

It is not yet outstanding because

- Children's learning in the outside environment is not always planned or provided for as effectively as the indoor environment.
- Parents' comments about children's learning at home and their starting points are not always used effectively to contribute towards children's next steps for learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time in each room observing staffs' practice.
- The inspector carried out a joint observation with the deputy manager in the outside play area.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Claire Parnell

Full report

Information about the setting

Buttercup Montessori Kindergarten was established in 2001 and moved into the current premises in 2004. It is registered on the Early Years Register and the compulsory part of the Childcare Register and is privately run and managed. It operates from a converted residential property in the Galleywood area of Chelmsford, Essex. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday all year round. Opening times are from 7.30am until 6pm. Children attend for a variety of sessions. Children are cared for in five playrooms and have access to an enclosed area for outdoor play. There are currently 165 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 20 staff working directly with the children. Of these, 18 hold appropriate early years qualifications at level 2, 3 or 4 and one member of staff holds a qualification at level 6. The nursery also employs bank staff to cover staff absences, a cook and a caretaker. Tutors who teach music and movement and Spanish also come into the nursery to support children's learning. The nursery receives support from the local authority. The staff support children's learning by following the Montessori philosophy and principles alongside traditional teaching methods.

What the setting needs to do to improve further

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

- use information from home more effectively to provide starting points for children's learning, and input more into children's development records and help to inform the planning to support children's next steps
- plan for and provide a more wide-ranging and consistent experience for all children in the outside area that supports their learning; particularly their understanding of the natural world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in all areas of learning in all the rooms in the nursery. Children are developing well due to the staffs' motivation to provide challenging and interesting experiences for children. They know the children well and use their knowledge of each child to provide an individual programme for their progress. Children make decisions for themselves, where they want to play and what with. These are enhanced by the staffs' positive engagement with the children and the wide range of resources

available to them. Staff use effective questions to make children think and encourage further learning. All the areas of learning are equally promoted indoors and are enhanced by the staffs' interactions and conversations to promote children's curiosity and intrigue. However, the outdoor environment does not always offer the same rich and varied experiences as indoors. There are less resources available to the children and not all areas of learning are actively promoted; particularly opportunities for children to explore the natural world.

Children's communication is encouraged well. Children respond well to the simple statements used by staff, who then continue to use more complex language to challenge and stretch children's understanding, listening and speaking skills. Their questions cleverly incorporate other areas of learning, such as mathematics. For example, young children identify colours when playing with stacking bricks. Staff ask them to find other colours, then ask them how many more they can find of the same colour, continuing their interest and stretching their thinking. Children thoroughly enjoy experimenting with messy and malleable play indoors. They explore the textures using all their senses. For example, young babies frequently explore shaving foam and baked beans whereas older children explore the sound of crushing cereals. Older children demonstrate an emerging understanding of using writing for a purpose. Some use supported writing and others independent writing to label their work and displays around the nursery. Montessori based resources are frequently used in all rooms to support the principles of Montessori teachings. Children learn to sequence and gain an understanding of shape and size by using different sized wooden rods to place in smaller to larger holes. These activities and resources help to provide children with the skills they need in readiness for school.

Children's progress is tracked and monitored through a successful assessment programme. Staff observe children closely to match children's achievements with stages of learning. They use a successful system to track their learning and to identify any gaps in their progress. Children's next steps are planned for well through an established planning programme which highlights activities that promote individual children's next steps. When children first start, staff observe for a few weeks before establishing children's starting points. They do not always use the information from parents about children's achievements from home to provide starting points for children's learning or use these to contribute towards children's development records to further promote children's all-round development. However, staff do use information from other settings, that children attend, to provide a consistent and continuous approach to their learning.

The contribution of the early years provision to the well-being of children

Children's well-being is supported well by the staff. In the baby room, staff give high levels of reassurance, especially to those who are very young and settling. Children receive plenty of cuddles and hugs, helping them to feel confident and self-assured in their environment. Staff gain plenty of information from parents about children's individual routines and endeavour to meet these routines through a flexible approach to sleep and feed times. The key person system works well to provide an individual service for children and their families, helping children to make close attachments and to feel emotionally secure. Staff are deployed well within all the rooms, working together to make sure

children are engaged and socialising with others.

Children's behaviour is good. They listen and respond well to instruction and understand the routine of the day. For example, young children listen to staff asking them to tidy up for lunch. Staff give clear explanations for children to understand the reasoning behind this instruction. Children receive very positive praise and recognition. From the baby room to the pre-school room, children are hugged, clapped, cheered and congratulated for the smallest of achievements to promote their self-esteem and understanding of positive recognition. The staff work well as role models for the children, helping each other and offering support in their working lives. This helps children to support and care for each other. Children are provided with a varied and nutritious selection of foods throughout their day. Older children are now encouraged to serve themselves, making choices as to how much they want to eat and developing their independence skills at meal times. They pour their own drinks and all children have access to fresh water throughout the day. Children's dietary requirements are catered for well by a trained and knowledgeable cook. Staff support children's development by introducing different skills and equipment to support their progression from holding bottles, weaning to independent eating. Children play outside every day. They use the space to run and jump, climbing in and out of tyres and rolling balls down the guttering provided. Younger children's physical skills are further enhanced by the use of space within their rooms to crawl, roll and toddle. Children's hygiene is promoted well. Staff promote more and more independent hygiene practices as children move through the nursery. Children are supported in the 'Tweenies' and toddler rooms to wash their hands after toileting and using the potty, and pre-school children use bathrooms independently after toileting, before eating and after outdoor play. Children show a developing understanding of wiping their noses after coughs and sneezes and plentiful displays are around the nursery to support children's understanding. Children are developing an ever increasing understanding of keeping themselves safe. This is gained through clear explanations from staff and the expectation for children to tidy up after themselves after each activity. The nursery provides equipment to support children's safety, such as low-level hand rails going up the stairs, to support children's physical development, their independence and their understanding of safety.

Children with special educational needs and/or disabilities are given very high levels of support and recognition. Children's individual needs are always recognised and these are provided for through their daily routines and everyday care. Children and their families are supported well by the close partnerships staff have with outside agencies which highly promotes continuity of care and consistent practices. For example, children are cared for in the room of their choice where they feel secure and have close attachments to staff. They are introduced slowly and sensitively to other rooms to encourage them to feel challenged and provide the activities to promote their learning further but without pressure. Children are given very good levels of support through one-to-one workers who dedicate their time and skills to promoting children's learning and care. Staff work closely with parents and other professionals to make small targets for achievements and work closely with staff to provide the environment and resources to enable children to develop to their full potential. Children with English as an additional language are given the support, resources and time to value and reflect their home language. Parents are encouraged to attend the nursery to share their culture, language and customs with the other children, helping them to celebrate the differences in today's society. Children play

with toys and resources that reflect positive images, such as gender, non-stereotypical roles, skin colour and disability.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded well. Staff have a clear knowledge of the procedures to follow and who to contact when they have a concern about a child in their care. Most staff have completed child protection training and have an appropriate knowledge of how to record and report concerns to other authorities. Therefore, children's welfare is continuously promoted and protected. Policies and procedures are regularly updated in line with any regulatory changes and are available to both staff and parents alike at any time. Robust recruitment procedures are in place to provide children and their families with suitably qualified and checked staff. The nursery has a strong induction procedure and appraisal and training programme to provide staff with the necessary skills to further develop their professional qualifications and practice. Documentation to promote children's welfare is always up to date and recorded appropriately. For example, children's and staffs' attendance is accurate to demonstrate the required ratios are met. Medication administration, accidents and existing injuries are recorded well to promote children's ongoing well-being. The nursery carries out effective risk assessments of the indoor and outdoor areas to provide children with a safe and secure environment in which to play and explore. Action is immediately taken to remove hazards that are identified. Children's records are kept updated, secure and confidential. The nursery has a well-established and successful complaints procedure and has a clear understanding of the procedures to follow if a concern arises. Information is displayed visibly for parents if they wish to take complaints or concerns further.

The nursery as a whole shows a true determination to continually improve their service. They update their self-evaluation regularly to highlight improvements that have been made. Both the recommendations from the last inspection have been met and successfully implemented into children's daily routines. All staff participate in identifying areas to improve and celebrate when strengths are identified and shared throughout the nursery. Staff recognise good practice and strive to improve their practice further by gaining advice and support through the local authority and other agencies. Staffs' development is encouraged through a training programme to enhance their professional knowledge and practice. This is identified through regular observations made in the rooms by senior staff, regular supervisions, team meetings and annual appraisals.

The partnership with parents is strong. Parents make very positive comments about the nursery and give praise to the staff who offer continuity and consistency to families and their children. They feel reassured that their children are well cared for and are progressing well. Parents have access to a wealth of information, either on the website, displayed in the nursery or verbally from staff. Parents receive regular information about their children's progress and have opportunities to talk to staff about their children's learning at home. When parents provide up-to-date information about changes to children's health, dietary requirements or routine, staff respond well by informing the relevant people in the nursery to ensure these are met. The partnership with other

professionals is very positive. Staff have a very clear understanding of the importance of sharing information for children's ongoing welfare. The management team make close liaisons with the local school to provide as smooth a transition as possible to school for children and their families. They follow this up by visiting after children have attended school to see how they have settled. Staff work closely with Area Special Educational Needs Coordinators to provide a consistent approach for individual children. Staff make links with other local settings where children attend to provide continuous practices for children in their development and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY434861
Local authority	Essex
Inspection number	968172
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	165
Name of provider	Buttercup Montessori Kindergarten Ltd
Date of previous inspection	08/01/2014
Telephone number	01245 474 280

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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