

Buttercup Montessori Kindergarten Ltd

125 Watchouse Road, CHELMSFORD, CM2 8NG



Inspection date	7 September 2017
Previous inspection date	7 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff establish effective relationships that help children to settle into their group rooms. The positive interactions between babies and their key persons, contributes significantly to supporting children to explore the experiences on offer.
- The oldest children show how capable they are. They are very sensible and understand how to behave. Children enjoy serving themselves their lunch. They talk to staff and each other as they eat, learning about the world and sharing experiences.
- Children have lots of opportunities for exploring the outdoor area. Staff offer good support to children that helps them to test their physical abilities on the climbing equipment. The oldest children benefit from experiences in the local community that support their learning about how to keep themselves safe.
- Parents are interested and involved in children's learning. Staff value parents' contribution to children's learning records and assessments.
- Managers have a clear overview of practice. They accurately assess the quality of teaching, and staff's interaction with children. Managers use their assessments and observations of practice to identify areas for improvement. This is having a positive effect on improving staff skills.

It is not yet outstanding because:

- Staff do not use the information from their assessments, of what children know and can do, well enough to plan really specifically for children's individual learning needs.
- Staff do not give parents enough information about how to support all aspects of their child's learning at home, to help children make even better progress.

What the setting needs to do to improve further

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

- make the most of what is known about individual children, so specific areas of learning can be targeted for really rapid progress
- expand the information for parents about children's learning at home to support them to help their children make even better progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the acting nursery manager.
- The inspector held a meeting with the acting nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently explain the possible signs of abuse, and the procedures they follow should concerns arise. They understand their responsibility to report concerns about the poor treatment of children by any adult. Staff have attended training on the latest government legislation and initiatives designed to encourage positive behaviour in children and young people. The management team has a range of checks in place to monitor the safety of the premises, the effectiveness of staff practice and their suitability to work with children. Documentation is used to record the attendance of children, staff and visitors. Staff gather information from parents about children's care and learning needs, including any health issues. They keep parents informed about children's daily experiences. Staff work with other professionals to support children, and to help with the smooth transition to school.

Quality of teaching, learning and assessment is good

Well-qualified staff offer children interesting activities and the teaching is effective in helping children to develop their skills. The structure of the day allows children time to explore the play environment for themselves, and to join in with group activities. Staff put in place more adult-led activities as children progress through the nursery. They use the Montessori method of teaching to support children's development, including life skills, maths and literacy. Parents are encouraged to share children's experiences outside the nursery with the staff. A new online system for observing children and sharing this with parents is in place. Staff assess children's development accurately. They provide appropriate experiences according to children's ages and interests.

Personal development, behaviour and welfare are good

Children appear happy in the nursery. Staff help children make the move to their new group rooms as smooth as possible. They offer children good support to help them feel ready for new challenges. Children follow hygiene routines, and learn about the importance of eating well and drinking water regularly. Staff use the opportunities at mealtimes to talk to children about what they eat, and to help them learn to use cutlery independently. The rooms have plenty of resources, which children can choose for themselves. There is lots of information on display, which staff use effectively to help children learn about the world around them.

Outcomes for children are good

Children are making good progress. They are well prepared for school. Children are articulate and confident. They enjoy showing others what they can do. Children demonstrate good concentration skills. Babies are happy investigating the musical toys. The 'tweenies' and children under three-years-old listen to stories, and explore the texture of different materials in their sensory play. Children build their speaking and listening skills as they play with staff. The oldest children competently use their early reading and writing skills in their play.

Setting details

Unique reference number	EY434861
Local authority	Essex
Inspection number	1112662
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	64
Number of children on roll	132
Name of registered person	Buttercup Montessori Kindergarten Ltd
Registered person unique reference number	RP531019
Date of previous inspection	7 April 2014
Telephone number	01245 474 280

Buttercup Montessori Kindergarten Ltd registered in 2001. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including four with higher level qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children and supports children who have special educational needs and/or disabilities.

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