

Blue Butterfly Montessori

Inspection report for early years provision

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Inspector Vicky Vasiliadis

Setting address 5 Barrow Point Avenue, Pinner, Middlesex, HA5 3HQ

Telephone number 02084299446
Email enquiries@bluebutterflymontessori.com
Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Blue Butterfly Montessori registered in 2011 but opened in January 2012. They operate from a detached house in Pinner, in the London Borough of Harrow. There is access to four play rooms and a secure outdoor play area.

The setting is open each weekday from 8am to 6pm all year round except for bank holidays and a week at Christmas. They are registered on the Early Years Register to care for a maximum of 75 children. There are currently 55 children on roll within the early years and the setting is in receipt of funding for early education for three- and four-year-olds. The setting supports a number of children learning English as an additional language and children with Special Educational Needs and/or disabilities.

The setting employs 11 staff to work directly with the children, including the manager. Of these, nine hold appropriate qualifications and one member of staff is working towards a professional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are learning and developing well and their welfare is promoted. This is due to the practitioners' good knowledge of the children and through the activities and resources provided. The setting works well with parents and carers to support the individual needs of all the children. The links with others continue to develop and evolve. The management team demonstrate a good capacity to maintain continual improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- help children to clarify ideas and ask open questions which support and extend their thinking and help them make connections in their learning
- ensure effective continuity and progression by sharing relevant information with each other, where children attend more than one setting

The effectiveness of leadership and management of the early years provision

Children are safe and their individual needs successfully met. There are robust systems in place to ensure that those adults caring for children are suitable to do

so. Individuals with pending checks, are not left alone with children or permitted to attend to their personal needs. Practitioners have a clear understanding of safeguarding issues and the procedures to follow, should they have concerns. In addition, written policies and procedures support practice and practitioners keep themselves updated as they attend regular training. Effective risk assessments are in place, which identify possible hazards, and appropriate action taken. This helps to ensure that risks to children are minimised. In addition, practitioners monitor visitors to the premises and a closed circuit television system is in place.

The management team demonstrate a good capacity to maintain continuous improvement. They have a clear vision, and know where their strengths lie and what further improvements they need to make. For example, plans are in place to develop the outdoor area further. Parents and carers verbally give their views through daily contact with managers and practitioners, and via the six weekly meetings. The setting continues to look for additional ways in which they can seek parents' views; for example, discussions about parent forums or representatives are ongoing. Practitioners have good opportunities to attend various courses offered by the local authority. In addition, they receive support in order to develop their professional qualifications. As a result, they are able to enhance their knowledge and skills further. Children are able to access good quality toys and equipment. They have access to an enabling environment that is rich in signs, notices, words, books and pictures. These take account of their individual needs, home backgrounds and cultures. Consequently, this helps children to feel included and valued.

There are good systems in place to promote partnership working with parents and carers. Information about the Early Years Foundation Stage, Montessori teaching methods and plans are on display. For example, photographs depict children at play in relation to the different areas of learning and children's artwork is attractively presented throughout the setting. This supports the parents understanding of the ethos and practices of the setting. Parents receive regular feedback about their child. For example, practitioners talk to parents at drop off and collection times and daily diaries are in place to share information. Parents have opportunities to meet with practitioners to discuss their children's achievements and progress. Parents are very positive in their feedback about the care and education their children receive within the setting. For example, parents state that they have recommended the setting to friends and family. The setting is in the early stages of developing links with others. For example, they have sent letters to the local nurseries and plans are in place to make links with the local schools. However, the systems for sharing information with others involved in children's care and education are still in their infancy.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a warm and welcoming environment and they make good progress in their learning and development. The setting has effective systems in

place to identify children's starting points; as a result, practitioners know the children well and plan activities and group times based on the children's individual needs and abilities. The children are able to access a good balance of child and adult initiated play, between the indoors and outdoors. For example, they enjoy practising their balancing and running skills whilst outdoors. Children have good opportunities to promote their independence skills. This is because the setting is organised to encourage children to be independent, and involved in a variety of stimulating activities. For example, children take great pleasure in helping adults to fill the water tray, and then being able to play with the water afterwards. As a result, children become inquisitive and independent learners.

Children's progress in communicating, literacy and skills relating to information and communication technology are developing well. For example, children make marks whilst using dough and corn flour. They use their fingers and tools to make patterns, shapes and form letters. Younger children enjoy accessing interactive books and listening to the different sounds made when they press buttons. The environment is set up well to support children's understanding that print carries meaning. For example, labels in English and many of the children's home languages identify objects within the setting. In addition, practitioners work well with the parents to find out key words in the children's home languages. Practitioners sit with children and engage in conversations with them. For example, there are discussions about the different smells and textures of the herbs that they plant. However, at times, some practitioners fail to make the most of opportunities to develop children's language skills further and enable them to make connections in their learning. Children have access to a good selection of equipment that supports their mathematical skills. Practitioners use equipment well to engage children in simple addition and subtraction. Younger children enjoy taking part in number rhymes and counting everyday play-things. Consequently, the setting supports the children's skills for the future well.

Children and babies appear to feel safe, as they have formed good relationships with practitioners, who are kind, caring and responsive to their needs. Babies develop confidence in exploring their surroundings. They enjoy finding out what they can do as the environment is safe, but it still provides them with challenges. The babies demonstrate through their body language and gestures that they are happy, safe and secure. For example, babies snuggle into practitioners for comfort when they are upset. Children learn the importance of their own personal health. For example, discussions take place about the need to wear appropriate clothing, as children put on their wellingtons and protective rainwear.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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