

Blue Butterfly Montessori

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

Inspection date	28/03/2014
Previous inspection date	22/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Overall, the quality of teaching has a positive impact on children's learning and development. Therefore, children make consistent progress in relation to their starting points.
- Staff encourage children's communication and language development through asking children questions and allowing them time to think about their responses. Therefore, children are confident communicators.
- Staff use observations and assessments effectively to plan appropriate next steps for children, which means that children can enjoy learning at their own pace and stage of development.

It is not yet good because

- Security measures are not fully effective in ensuring that children are not able to leave the premises unsupervised.
- Increased internal security measures means that staff have to interrupt some children's learning to unlock and open doors to allow other staff into the rooms.
- Staff deployment in the pre-school room, does not always ensure that children are within sight and/or hearing of staff at all times.
- Staff miss opportunities to develop children's awareness of what school will be like through role play.

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.

Inspection activities

- The inspector observed staff and children playing indoors and outside.
- The inspector checked risk assessments and safeguarding policies and procedures.
- The inspector spoke with some parents, staff, children and the management.
- The inspector checked evidence of staff's suitability to be working with children and their qualifications.
- The inspector sampled children's observations, assessments and learning journals.

Inspector

Sue Mann

Full report

Information about the setting

Blue Butterfly Montessori registered in 2011. They are registered on the Early Years Register. The nursery is privately owned and operates from a detached house in Pinner, in the London Borough of Harrow. There is access to two play rooms on the ground floor and two play rooms on the first floor. There is an outdoor play area.

The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays and a week at Christmas. There are currently 120 children attending within the early years age range. The nursery receives funding for free early education for three- and four-year-olds. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs 26 staff. 24 of whom hold appropriate childcare qualifications, including two who have early years professional status and one who is a qualified teacher.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all reasonable steps are taken to ensure that children are not able to leave the premises unsupervised
- ensure that staff are deployed to meet children's needs and that children are always within sight and/or hearing at all times
- develop security arrangements to ensure that continuity of children's learning is not hindered, with particular regard to the unlocking and opening of the internal doors in the pre-school room

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

- develop role play to include opportunities for children to pretend to be at school through play.

Inspection judgements

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

The staff have an appropriate understanding of how to support children's learning and development. They use their knowledge of the Early Years Foundation Stage to provide

children with activities and experiences, which cover all seven areas. The nursery also follows the Montessori approach to teaching with the older children, which complements their learning. Staff actively help and support children to learn, they understand how to encourage children to learn through play. Staff encourage children to take risks and try and solve problems for themselves. For example, they sit close by as the youngest children try to complete simple insert puzzles. Staff continually praise children as they try to work out which piece goes where. When children find it hard to find the right place, staff encourage children by asking if they can see the matching picture and guide children gently towards the right place. This helps children to try to work problems out for themselves, but also have support when they require additional help. Consequently, children enjoy learning through play and have sound levels of confidence in their own abilities.

Toddlers enjoy similar support as staff join in sensitively and play alongside them. Staff provide resources which reflect children's current interests and enable them to use their imaginative skills as they play. For example, a table full of dinosaurs inspires children to use their voices to pretend to be fierce dinosaurs as they play. Staff suggest what the dinosaurs might like to eat and children pretend to feed their dinosaurs with imaginary food. Role play areas, which have plenty of resources reflecting children's lives, encourage children to act out experiences which they have learnt from home. For example, children busy themselves caring and feeding their babies. The children in the pre-school room enjoy a range of activities and experiences based on the Montessori approach, which also supports their learning and development alongside the Early Years Foundation Stage. For example, children learn about shapes and size comparisons using the grading blocks. These children independently help themselves to the equipment and place it on the special mats before lining them up according to size or weight. This supports children's mathematical development as well as helping them to learn about looking after their environment and the resources. However, although staff have a positive impact on children's learning while they are playing and supporting children, the internal door arrangements do not allow staff to continually support and see through activities to their conclusion. This is because the pre-school room is locked from the inside, which means that staff have to continually interrupt supporting children to go and unlock the door to allow staff into the room. This disrupts the quality of teaching as children lose interest and do not complete the activity.

Staff support children to develop their communication and language skills through constantly talking to the children, which allows children to hear a wide range of vocabulary. The staff working with the youngest children pay attention to children's developing language. They take time to listen and repeat back to children their words, copying their babbling noises. This helps children to learn that they can communicate using their voices and begin to learn about social interactions. Staff sing lots of songs and read books to the children, which helps them to develop their range of vocabulary and enjoy quiet times with their key person. Staff working with the older children use similar techniques, but also ensure that when they ask children a question they allow them time to think their answers through. This helps children to make connections between different parts of their life experiences and develop confidence in their speaking skills.

Staff carry out regular observations of children playing and record observations in

children's learning journals. They gather information about children's starting points on entry through the child record and 'all about me' forms, which the parents fill out. Staff use assessment of children's observations to identify their current stage of learning and any emerging interests. This enables staff to monitor children's progress in relation to their starting points and plan appropriate next steps. Staff have a suitable understanding of the required 'progress check for children aged two' and how to use the information to support any gaps in children's learning. Staff share all children's progress information with the parents, which means that they can continue to support their children at home. Regular parents' evenings allows parents to share any additional learning or development they have seen at home and discuss their children's progress with key persons. This means that children make consistent progress in relation to their starting points and are ready for the next stage in their learning and development.

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

Children have suitable relationships with their key persons. This is because staff spend time with children and their parents at the start of each new care arrangement. This enables children to become familiar with their new surroundings and their key person. Consequently, children and parents are able to build supportive relationships with key persons, which supports the two way flow of information. The babies enjoy warm, loving and close relationships with their key person. They freely approach staff for cuddles or for reassurance. Staff respond back warmly and allow children to snuggle in to them, as they read children their favourite stories, which further develops the attachment. The youngest children demonstrate the effect this positive and supportive approach provides as they play nicely together and are confident when other adults and staff enter the room. The older children enjoy similar positive relationships with their key persons. They confidently approach staff to talk to them about what they are doing or to ask for help while completing individual Montessori tasks. This helps to develop children's social skills and self-esteem.

Children behave well, because staff teach children to listen to instructions and be attentive. Staff provide children with clear rules and remind them gently when necessary. For example, using their walking feet indoors. This helps children to learn to manage their own behaviour. Staff consistently model the use of appropriate language when talking to children or each other. This helps children to learn the importance of politeness and good manners. For example, the children sit down for their meals and wait patiently, chatting to their friends about what they have been doing.

Children learn about leading healthy lifestyles through the nursery routines. They know to wash their hands before eating and after going to the toilet. This helps to minimise the risk of cross infection. Children enjoy eating vegetarian meals in the nursery, such as lentils, rice and flat breads. They have plenty of salad with their meals, which ensures that they have healthy, balanced and nutritious meals. Staff talk to children about what they are eating, which helps to develop children's understanding of how to lead healthy lifestyles. Fresh drinking water is available for all the children as and when they become thirsty. Staff provide many opportunities for children to be outside and enjoy playing in

the fresh air. There is a range of resources, which encourages children to develop their physical skills. For example, children enjoy climbing on the wooden climbing frame and sliding down the slide. They have opportunities for imaginative play outside, as there is a covered area which contains role play resources. This helps children to benefit from being outside in the fresh air and enjoy running around.

Staff have links with local primary schools. Teachers are invited into the nursery to meet their new children and talk to the key persons about children's stages of learning and development. In addition, staff talk to children about what school is like and show them the different coloured uniforms they might wear. Some children who have left the nursery come back and share their experiences of school with the children. This helps to prepare children for their move to school. However, opportunities for children to use their imaginations to pretend to be at school through role play are missed. Staff have links with other settings the children attend, which means that information about children's progress can be shared. This helps to support children's learning and development.

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

The inspection was brought forward following notification from the provider and parent of a child leaving the premises unsupervised. The inspection found that at the time of the incident, security measures were not robust or rigorously monitored to ensure that external doors were always locked. Subsequent reviews of the incident meant that locks were fitted on internal doors and the deputy manager monitors the external doors at the busiest times. However, the locks on the internal doors, means that whenever a member of staff wants to enter a base room, staff in the room have to leave what they are doing with children to open the door. This disrupts the quality of teaching as the children sometimes lose interest when staff playing with them get up to unlock the door. Furthermore, the layout of the pre-school room means that sometimes children are not always within sight and/or hearing of the staff. Consequently, staff are sometimes not always fully aware of where children are. Therefore, staff deployment does not always ensure that children are supervised and an action has been raised. In addition, the security arrangements on the main door are chaotic at the busiest time, which means that there are many parents and children all congregating in the entrance hall. This means that it is difficult for staff to keep track of where children are. Therefore, the manager is not meeting the legal requirements for child supervision and security of the premises and actions are raised for the Early Years Register.

Staff show a suitable understanding of what they should do if they have any concerns about children in their care. They regularly have refresher training at staff meetings, which means that they have a secure understanding of the possible signs and symptoms of abuse which they should record and report. Risk assessments for the indoor and outside work effectively to help minimise possible hazards to children.

The manager and deputy manager are proactive in ensuring that there are suitable systems operating to monitor the quality of teaching. Room leaders check children's

learning journals and planning regularly. This helps to ensure that every child's learning and development is supported according to their individual needs and stages of development. Consequently, children make consistent progress in their learning and development and are ready for the next stage of their learning.

Systems for recruitment of new staff are robust. The manager advertises in specialist publications aimed at practitioners and requests a minimum level of qualification. This helps to ensure that all staff have the knowledge and skills to promote children's learning effectively. All new staff must complete thorough vetting checks through the Disclosure and Barring Service to ensure that they are suitable to be working with children. In addition, health declarations, references and proof of qualifications work well to ensure that all new staff are suitable and are able to work with children. Induction procedures which staff complete during their probation period, helps them to understand the settings policies and procedures. The manager ensures that staff levels in the nursery are high and therefore, ratios of adults to children meet the legal requirements.

The manager and deputy manager support staff's on-going professional development through supervisions and appraisals. Staff have regular supervision with their room leaders, which helps to identify strengths and areas of weaknesses in their practice. This means that room leaders can further support staff or source additional training opportunities for staff. The manager conducts staff appraisals, which provide staff with time to reflect over the last year. This provides staff with opportunities to seek further training to undertake professional qualifications. Consequently, staff are motivated and enjoy working with children.

Staff meetings provide opportunities for the staff team to come together and discuss plans for the future. This helps to identify the strengths and weaknesses of the nursery and put in place action plans to develop areas of weaknesses. Parents' views are taken into account. Verbal feedback, questionnaires and parents evenings all provide opportunities for parents to voice their views. Staff observe and listen to the children to find out what they like and dislike about their environment. Consequently, plans for future improvements take into account everyone's views, which helps to promote positive outcomes for children. The management have worked hard since the last inspection. The key person system promotes children's personal, social and emotional development, providing children with a secure relationship from which they can explore and learn. Role play areas reflect children's lives and cultures, providing children with lots of opportunities to develop their imaginative skills through play.

Partnerships with parents are solid and mean that parents are kept up-to-date with their children's progress. This relationship also enables staff to share ideas with the parents to enable them to support their children at home. Partnerships with external professionals work to provide support and guidance should staff have any concerns about children's learning or development. This means that professionals can come into the nursery and see children in their familiar surroundings and meet with parents and staff to discuss any concerns. Parents and staff then work together to further support children.

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	EY438813
Local authority	Harrow
Inspection number	966185
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	75
Number of children on roll	120
Name of provider	Blue Butterfly Limited
Date of previous inspection	22/07/2013
Telephone number	02084299446

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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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