

Buttercup Montessori Kindergarten Ltd

Cuton Hall Lane, Springfield, CHELMSFORD, CM2 5PX



Inspection date

13 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system is not effective in the pre-school rooms. This means that staff cannot tailor activities to children's individual learning needs.
- Staff do not regularly receive effective feedback and guidance on how they can develop their practice and teaching skills, to help all children make good progress from their starting points.

It has the following strengths

- Staff provide a stimulating and welcoming environment. They complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff supervise children well. They manage unwanted behaviour sensitively and encourage children to share and take turns with popular toys and resources.
- The provider follows rigorous recruitment procedures for any new staff, which includes a strong selection process, to help to ensure that staff are suitable for their role.
- Partnerships with parents are friendly and trusting. Staff keep parents well informed about their children's day and encourage them to remain involved in their children's learning, in the setting and at home. Parents are very complimentary of the setting. They value the online learning system and comment that they would happily recommend the setting to others.
- Children of all ages are happy and enjoy their time at the setting. They choose what they want to do and when. Older children make friends and enjoy their play together.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure an effective key-person system is in place for all children, particularly in the pre-school rooms, to meet children's individual learning and care needs to help them to make good progress. | 12/03/2018 |

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

- provide all staff with effective feedback and guidance on how they can develop their practice, to improve the quality of teaching and help all children to make good progress from their starting points.

Inspection activities

- We carried out this inspection as a result of the risk assessment process following information we received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with children and staff during the inspection. They completed joint observations with the setting manager.
- The inspectors held a meeting with the setting manager and the providers. They looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management requires improvement

The providers ensure that staff have annual appraisals, regular supervisory meetings, and attend specific training. Some staff have worked hard to improve planning and the quality of their observations. However, there has been less emphasis on staff teaching practice to provide good-quality learning opportunities for all children. The manager uses effective methods to monitor all children's progress and identify any gaps in their learning and development. She works in partnership with other professionals to support children who have special educational needs (SEN) and/or disabilities. The arrangements for safeguarding are effective. Staff fully understand their responsibility to keep children safe. They are confident about the action to take if they have any concerns a child may be at risk of harm.

Quality of teaching, learning and assessment requires improvement

The key-person system is not effective in the pre-school rooms. This means that not all staff working with the older children know them well enough to plan for their individual learning needs. Quieter children are not getting sufficient challenge to ensure they are making good progress in readiness for school. In addition, staff do not ensure that routine group activities meet the needs of all children in the setting. Staff do however, play alongside children. They effectively promote children's communication skills. For example, they repeat words back and use simple signs. Children enjoy sensory activities. For instance, they explore shaving foam, cocoa powder, cornflour and oats with their hands. Staff in the baby room support children well to practise their early walking skills.

Personal development, behaviour and welfare require improvement

Staff are friendly and support children to settle well when they first arrive. They maintain ratios, are appropriately deployed and attend to children's care needs, such as wiping children's noses, whenever needed. However, due to recent changes in staff, children in the pre-school rooms do not yet have a named key person, to help ensure that their individual learning needs are fully met. Children of all ages have daily opportunities for fresh air. They enjoy being active in the outdoor area. This helps to promote their health and supports their physical well-being. Children learn about healthy practices, such as handwashing before eating. They experience sociable mealtimes and enjoy a broad range of nutritious snacks and healthy meals. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

Outcomes for children require improvement

Children do not yet make good enough progress because the quality of teaching and activities planned is not consistently effective. They develop some key skills in readiness for the next stage of learning, including their move on to school. For example, children are becoming more independent and enjoy opportunities to take responsibility for small tasks, such as pouring drinks. Children of all ages freely access books and enjoy sharing them with staff. Older children listen well to stories. They point to and make suggestions about the pictures. Some children are keen to identify, and learn to write their name.

Setting details

Unique reference number	EY542373
Local authority	Essex
Inspection number	1124972
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	119
Number of children on roll	216
Name of registered person	Buttercup Montessori Kindergarten Ltd
Registered person unique reference number	RP531019
Date of previous inspection	Not applicable
Telephone number	07970685529

Buttercup Montessori Kindergarten Ltd registered in 2016. It is one of two settings run by the same organisation. The setting employs 29 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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