

Buttercup Montessori Kindergarten Ltd

Cuton Hall Lane, Springfield, CHELMSFORD CM2 5PX



Inspection date	21 November 2018
Previous inspection date	13 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The new management team work in harmony with each other. They are ambitious and communicate high expectations to staff. Self-evaluation is good and includes the views of parents, staff and children. Action taken since the last inspection, has led to improvements in the quality of provision. All children are allocated a key person to help them to settle and track the progress and development they make.
- Staff know children extremely well. For example, those working with younger children recognise when they are tired and tuck them into their cot for a nap. Staff working with older children encourage discussion about their favourite things.
- Staff make effective use of information about children's individual needs. They plan for what they need to learn next and help to motivate children to play and explore. Children make good progress.
- The organisation of base rooms and the outside play areas is well thought through. This encourages children to make choices from the range of developmentally appropriate toys and resources. Staff introduce resources that spark children's curiosity and involvement, such as planting and growing.

It is not yet outstanding because:

- Occasionally, staff do not recognise the need to adjust teaching during planned activities quickly enough to consider the varying needs of children.
- Parents are not always offered specific guidance about how to extend their child's learning at home.

What the setting needs to do to improve further

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

- adapt teaching and planned experiences to suit the different ages of children
- enhance opportunities for sharing ideas and activities with parents to further support and extend their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the early years manager.
- The inspector held a number of discussions with the provider, management team, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider and management team how they reflect on practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

Inspectors

Lynn Clements
Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of child protection procedures. They know how to manage concerns about a child's welfare. Staff implement effective risk assessments to help to minimise hazards to children. Staff work with other professionals, to support children. This helps to make sure children who have special educational needs and/or disabilities make good progress, given their capabilities. A well-established programme of professional development helps staff to improve their knowledge, understanding and practice. Staff are monitored regularly and under performance is tackled swiftly.

Quality of teaching, learning and assessment is good

Staff effectively support children's communication and language development. They offer children praise when they use interesting language, such as 'freezing', 'smooth' and 'slimy'. Sign language is used throughout the setting to further promote good communication. Staff explore alongside children as they play and investigate. They skilfully use a range of strategies to support children's learning. When children use brooms and shaving foam, staff ask them what they are drawing. This encourages children to make sweeping movements with the brooms, enthusiastically recreating shapes and patterns. Young children have fun playing with a garage and vehicles. They place a small car at the top of a slope and watch as it rolls down. They notice that when a car is too big it will not roll down the slope. They solve this problem, independently, as they manoeuvre it manually into place. Babies enjoy exploring. They pick up toys, placing these near their mouth to feeling them against their lips, exploring textures independently.

Personal development, behaviour and welfare are good

Children develop strong emotional bonds with all members of staff including their key person. Children are given plenty of reassurance to help them settle in to their base room. When children move on to the next base room, their key person attends settling-in sessions, to help them to feel comfortable and safe. As children prepare to move on to school, teachers from receiving primary classes visit. Children have plenty of opportunities to become familiar with the uniform and routines that will be expected. Staff have developed strong and trusting relationships with parents. Daily conversations between them help to provide a consistent approach in supporting children's care. Children develop a secure understanding of how to maintain healthier lifestyles. They enjoy frequent exercise and through discussion, older children learn about choosing healthy snacks and meals.

Outcomes for children are good

Children sing popular rhymes with great enthusiasm. They become 'snappy crocodiles' or 'twinkling stars', controlling their bodies well, as they match actions to songs. Children enjoy exploring textures and experimenting as they create shaving foam ice cream. They take great delight in serving this to their friends and staff. Children make good progress acquiring the skills they need in readiness for school.

Setting details

Unique reference number	EY542373
Local authority	Essex
Inspection number	10080419
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	119
Number of children on roll	211
Name of registered person	Buttercup Montessori Kindergarten Ltd
Registered person unique reference number	RP531019
Date of previous inspection	13 February 2018
Telephone number	07970685529

Buttercup Montessori Kindergarten Ltd registered in 2016. It is one of two settings run by the same organisation. The setting employs 35 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 3 or above, including three who hold qualified teacher status. The setting opens from Monday to Friday, all year around. 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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