

Inspection of Bright Little Buttons Montessori

The Parish Rooms, Broadwater Street West, WORTHING, West Sussex BN14 9DE

Inspection date: 24 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed and easily leave their parents at the gate of this calm, well-organised nursery. They are very familiar with the consistent routines. Even the youngest children hang up their coats and put away their bags when they arrive. Older children skilfully choose and access the Montessori resources situated on low-level shelving. They have ample time and space to play. Children quickly learn to organise their own activities. For example, they confidently find a floor mat to contain their building block activities. Children concentrate extremely well as they play together to make castles with magnetic shapes. They are keen to share their achievement with staff and visitors. Children name the shapes and learn new vocabulary, such as 'turret', as they compare their building shapes with those in a book about castles. When the game is finished, the children happily put everything back in the correct place.

Children form close relationships with the attentive, caring staff. Children follow their respectful behaviour and learn positive social skills to help them build meaningful friendships. They are encouraged to be part of the familiar group that has a family feel. Children take turns and use good manners with minimal prompting from staff.

What does the early years setting do well and what does it need to do better?

- The manager and staff get to know the children and families well. Parents say their children make secure attachments to their key person and talk happily about their time in the nursery. Parents appreciate the variety of opportunities they have to become involved in their children's learning. For example, they are invited to join in regular forest walks, where children can learn about the world around them and the changing seasons. Children and parents share theatre trips and books from the nursery to develop literacy further. Additional funding is used well to ensure that all children benefit from these trips and outings.
- Staff and children share exciting stories and information books in all areas of the nursery. Staff focus strongly on promoting children's communication and language skills. Staff encourage them to listen to environmental sounds, such as the sirens from emergency service vehicles as they go past. Children are encouraged to talk about what they see and hear. They develop their imagination and knowledge of the world further as they play outside. For example, they enjoy making vehicles from crates and discuss where to go and what to take with them. Children learn to sit and listen carefully at group time.
- Staff quickly get to know children's individual characters and learning needs. Learning is carefully sequenced. Children confidently practise skills they remember over time and make good progress. For example, older children learn how to use and revisit Montessori equipment, such as graded blocks, that

embed mathematical knowledge. However, at times, the youngest children are not motivated by activities indoors. As a result, these children are not consistently engaged in learning.

- The manager and staff support children's independence extremely well. For instance, children use the 'life skills apparatus' to help their competence with activities such as pouring and using spoons. Everyone is engaged in getting ready for lunchtime. Children set out the chairs and put cloths on tables. Children manage their own self-care well and know when and why they need to wash their hands. Children are well prepared for school.
- Staff support children's developing physical skills carefully. For example, children are taught to use scissors and pick up small apparatus, such as beads and lentils, in a variety of ways. They develop the arm movements and hand control needed later for writing. Children thoroughly enjoy practising yoga poses and moving to music to help them control their bodies.
- The manager and staff work well together as a team. The experienced manager works alongside staff and shares her expertise with them through regular training sessions. For example, they recently discussed how to model the use of some equipment. The manager has a good understanding of the nursery's strengths and weaknesses. She is planning more support for less-experienced staff in supporting children's learning through their own choice of play. For example, at times, staff observe these learning opportunities but do not check that children are sufficiently challenged.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff confidently identify the possible indicators of child abuse and know what to do should they have any concerns about a child's welfare. They receive regular updates about safeguarding issues and discuss these to help keep children safe from harm. The manager follows good recruitment processes and checks the suitability of adults working with children. Children and staff practise emergency evacuations so they know what to do in case of fire. The manager ensures that all staff risk assess the building and children's activities. She monitors accidents carefully and makes changes, such as improvements to the surface outside, to help keep children safe.

What does the setting need to do to improve?

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

- review and improve the learning experiences available for younger children so that they are consistently motivated and engaged
- continue to improve teaching skills to help ensure that staff challenge and extend children's learning as they play.

Setting details

Unique reference number	EY439159
Local authority	West Sussex
Inspection number	10235624
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Peck, Nicholas Andrew Hugo
Registered person unique reference number	RP516030
Telephone number	07908 729767
Date of previous inspection	7 March 2017

Information about this early years setting

Bright Little Buttons Montessori registered in 2011 and is located in Worthing, West Sussex. The nursery is open on Monday, Tuesday, Thursday and Friday from 8.30am to 3.30pm, and on Wednesday from 8.30am to midday, for 46 weeks of the year, including half-term holidays. The nursery provides funded early education for two-, three- and four-year-old children. It employs eight staff, and of these, six hold appropriate early years qualifications at level 3 or above. The nursery follows Montessori teaching methods.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector, and these were taken into account.

We carried out this inspection 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.

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