

Inspection of Butterflies Montessori Nursery

Angarrack Community Centre, 13a Grist Lane, Angarrack, Cornwall TR27 5HZ

Inspection date: 16 January 2023

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 enjoy a wide variety of activities and learning experiences in this nursery. The atmosphere is warm and calm and children concentrate well. Children develop a variety of independence skills. For example, they take off coats and change into their slippers before self-registering. They choose what they want to play with and for how long. Children are curious about the activities available to them and enjoy deciding what they will do. Staff support children well and speak in gentle, encouraging voices. Children have lovely relationships with staff and their key persons. Consequently, they feel happy and secure. They enjoy going to nursery and are confident explaining why they like nursery and that they will miss it when they go to school.

Children make good progress in their learning and development. The range of activities is broad and supports children in all stages of learning. Children's behaviour is good and they are kind to each other. They help each other and celebrate each other's achievements. For example, children create craft rabbits for Chinese New Year. They compliment each other on their creations and help their friends to find their name labels. Many children can recognise their name and older children can write their name.

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

- The manager and staff know the children in their care well. They know each child's stage of development and plan their next steps effectively. Staff have positive relationships with parents. They ensure they gain sufficient information from parents about a child's knowledge, skills, likes and dislikes before a child starts at the nursery. However, when a child transfers from another provision, the manager sometimes misses opportunities to contact the previous setting and gain valuable information about the child. This affects the nursery's understanding of a child before they start.
- The manager has created an ambitious, varied curriculum. Indoors, children freely access activity areas which clearly divide the environment between the different learning areas. For example, there are language, mathematics, culture and creativity areas. Children access pencils, paper and stencils to develop their pincer grip and writing skills. Mathematics activities are attractively displayed and children enjoy using these. Younger children count and match number symbols and beads. Older children are confident in recognising and counting the numbers one to 10. Children enjoy games that help develop gross motor skills. For example, they stretch, dance and move to a song 'We're the Sticky Kids'. However, the managers do not arrange for regular, daily outdoor time for children. As a result, children miss opportunities to play and learn outdoors regularly and develop gross motor skills further, for instance by climbing,

jumping and balancing.

- Children are confident communicators. The manager and staff foster children's love of reading and books and there is a wide variety of books available. For example, there are fictional stories and also factual books on the world around us or books about the current project of Chinese New Year. Staff hold engaging conversations with children. They give children time to think and respond to open questions. Children enjoy explaining what they have done over the weekend. Older children can read very well. For example, some can read word sentences with up to five words. Others enjoy an activity where they recognise and sort nouns and adjectives.
- The manager and staff have created an environment where they celebrate each unique child. At group times, children have the option to choose to join in or to continue with their activity. Children develop good concentration skills and engage in deeper learning. Children who join in with group time enjoy the moment a lot. Every child has the opportunity to contribute to the group discussion. They explore different topics, for example learning about a Chinese pomelo fruit. All children smell and hold the fruit. They count how many children were in the session together and the manager cuts the fruit into that number of portions. Staff encourage children to try new flavours, to say 'yes please' or 'no thank you'. Children enjoy tasting the fruit and talking about the new flavour with their friends and the staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in recognising the signs of possible abuse. The manager has put good safeguarding policies and procedures in place and staff are knowledgeable about these and feel confident in how to put safeguarding arrangements into practice. When they have concerns, they know who to contact and when. The manager implements a thorough recruitment procedure and conducts regular appraisals and suitability checks. Staff inductions are well planned. Staff feel well supported in their role, expectations and their safeguarding training. The manager has good links with local safeguarding leads in the region. She conducts regular risk assessments to ensure the premises are safe.

What does the setting need to do to improve?

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

- increase opportunities for children to play and learn outdoors more regularly, with a particular focus on developing gross motor skills further
- develop procedures to communicate with early years settings when new children join from another provision.

Setting details

Unique reference number	EY484986
Local authority	Cornwall
Inspection number	10265398
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	22
Number of children on roll	27
Name of registered person	Dann, Michele Diane
Registered person unique reference number	RP907955
Telephone number	07544 562 587
Date of previous inspection	5 June 2017

Information about this early years setting

Butterflies Montessori Nursery registered in 2015. It is privately owned and operates from Angarrack Community Centre, near Hayle in Cornwall. The nursery is open during term time on Monday, Tuesday and Thursday from 8am to 3pm and on Wednesday from 8am to midday. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are four members of staff. The manager is qualified at level 4, one member of staff is qualified to level 5, one is qualified to level 3 and one is currently unqualified. The nursery follows the Montessori method of teaching.

Information about this inspection

Inspector

Victoria Jones

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 inspector spoke with the staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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