

Inspection of Butterflies Montessori School

The School House, Chindits Lane, Warley, BRENTWOOD, Essex CM14 5LF

Inspection date: 26 September 2025

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional pre-school setting. They arrive eager to explore and are quickly immersed in meaningful play experiences. New starters are comforted by nurturing, familiar practitioners, helping them to settle swiftly and engage confidently in learning. These strong, trusting relationships foster a deep sense of security and belonging. From the outset, practitioners gather detailed insights from parents, and ongoing two-way communication ensures families feel respected, involved and empowered to support their child's development at home.

Children show exceptional behaviour throughout the setting. Practitioners embed highly effective strategies that help even the youngest children understand and regulate their emotions. For example, children engage collaboratively during a floating and sinking activity, taking turns and listening carefully to each other's ideas. Consequently, children are confident, polite and able to manage their interactions with peers effectively. Practitioners demonstrate calm, respectful interactions and set clear, consistent expectations. Fundamental British values guide daily routines. Children are courteous and considerate, take turns and show kindness. They listen attentively to their friends, demonstrating respect and curiosity.

Leaders and practitioners provide an ambitious, child-led curriculum that inspires curiosity and exploration across the pre-school. Children choose activities from a range of Montessori materials and creative options, such as painting, role play and singing, allowing them to follow their interests at their own pace. For example, practitioners use children's fascination with the game 'the floor is lava' to introduce learning about volcanoes, incorporating scientific terms, such as 'ash' and 'eruption'. This approach ensures children develop knowledge in depth, extend their thinking and are exceptionally well prepared for their next stage of education.

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

- Practitioners know children extremely well and use this knowledge to build on what children already understand and can do. Children are challenged appropriately through their chosen play, enabling them to reach their full potential and make outstanding progress. For example, in the garden, children mix water, leaves and natural materials to create 'soups' and 'recipes', developing early mathematical language, sensory exploration, storytelling and collaborative skills.
- Leaders demonstrate highly effective monitoring and evaluation of practitioner's practice and children's development. This ensures consistently ambitious learning opportunities that enable children to flourish.
- Practitioners provide exceptional support for communication, language and

literacy. Children confidently articulate ideas and explain their thinking. For example, during a dinosaur activity, they sort figures and picture cards into carnivores, herbivores and omnivores, using precise vocabulary, such as 'meat-eater' and 'plant-eater'.

- Interactions between practitioners and children are consistently outstanding. Practitioners model new skills patiently, give clear explanations and use skilful questioning, leaving time for children to respond. For example, children matched European and Asian animals to continents on a world map, confidently discussing similarities and differences.
- Practitioners provide excellent support for mathematical development through a carefully sequenced approach. Children count, match numerals to quantities and compare size while caring for plants, describing 'large, medium', and 'small' leaves. This promotes children's secure understanding of early mathematics, which is applied confidently in play and routines.
- Children demonstrate remarkable behaviour and self-regulation. Practitioners are excellent role models with high expectations. Children independently manage real-life tasks, such as sweeping leaves, washing dishes and caring for plants, developing independence, responsibility and self-efficacy.
- Practitioners strongly support children's emotional development. Children learn to advocate for themselves, understand feelings and develop resilience. Modelling respect, and teaching social skills, helps children form strong friendships and become emotionally secure.
- Leaders provide exceptional support for practitioners through observations, meetings and appraisals. Practitioners develop expertise through high-quality professional development, with additional funding used strategically to enhance communication and language support. As a result, practitioner's practice is consistently outstanding.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY449222
Local authority	Essex
Inspection number	10407382
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	93
Name of registered person	Butterflies Montessori School Limited
Registered person unique reference number	RP906505
Telephone number	01277200642
Date of previous inspection	7 January 2020

Information about this early years setting

Butterflies Montessori School registered in its current premises in 2013. It operates Monday to Friday from 9.15am until 3.45pm, during school term time. It also operates a breakfast session from 8.30am to 9.15am. There are 17 members of childcare staff. Of these, three hold early years professional status and 11 hold appropriate early years qualifications. The setting follows the Montessori approach to education and the provider receives funding for the provision of early education to children aged two, three and four years.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The manager took the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held several discussions with practitioners and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with leaders. She sampled relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and took account of their views.

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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