

Buttons Pre-School Playgroup

Inspection report for early years provision

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Inspector	Margaret Moffat

Setting address	Dedworth Green Baptist Church Hall, Smiths Lane, Windsor, Berkshire, SL4 5PE
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Buttons is a privately owned pre-school playgroup and was registered in 1994. It operates from Dedworth Green Baptist Church. The setting has access to a main hall, kitchen, toilets and outside play area. The setting opens four days per week during school term times. Sessions are from 9.00am until 12noon and from 12.15pm to 3.15pm on Mondays and Wednesdays, and from 12.15pm until 3.15pm on Thursdays and Fridays. On Mondays and Wednesdays there is a lunch club available for children who wish to attend the whole day. The setting is registered on the Early Years Register for a maximum of 24 children at any one time.

There are currently 28 children on roll from 2 to under 5 years. Children attend for a variety of sessions and come from the local community and surrounding areas. The setting supports a number of children with special educational needs and/or disabilities, and children who learn English as an additional language.

The setting employs six staff. The manager and three staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are warm and caring, providing a stimulating environment where activities are suitable for the age and stage of development of the children. Staff know the children well and are beginning to plan activities to meet their individual needs. Children are making steady progress in their learning and development. Staff demonstrate a commitment to inclusion and recognise the uniqueness of each child. Although the manager has not updated the setting's self-evaluation form, other systems are currently used to identify areas for improvement suitably. The setting shows appropriate capacity to improve the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- undertake a risk assessment for each type of outing undertaken (Safeguarding and promoting children's welfare) 11/12/2010

To further improve the early years provision the registered person should:

- improve children's achievement by providing sufficient challenge in adult-led activities and promoting problem solving whenever possible

- continue to develop planning and assessment systems to show clearly children's progress across the areas of learning and identifying all next learning steps.

The effectiveness of leadership and management of the early years provision

There are suitable systems in place to promote children's safety and welfare. Staff are fully aware of their duty to protect the children in their care and know how to proceed if they have any concerns. Staff receive training in the administration of certain medications and most staff hold first aid certificates. This helps children receive appropriate support in cases of emergency. Risk assessment records are in place and any new risks are added to ensure the safety of the children at all times. These are also available for leaving the premises to go on outings, for example a walk to the post office, but no risk assessment is in place for using the local children's centre play area, which they have the use of several times a week. This is a breach of regulations.

There are appropriate arrangements to ensure the suitability of the adults who work with children; all staff have an enhanced Criminal Records Bureau check. Staff work well as a team and regularly attend training courses for the benefit of their own professional development and the needs of the setting to ensure outcomes for children are met. The manager and staff regularly evaluate the setting at staff meetings and discussions take place on the areas for improvement. There is an action plan available for the future developments of the setting and this includes improvements to the planning and assessment systems and the outside play area. This shows the settings commitment to continuous improvement.; however, some weaknesses are overlooked.

Most recommendations made at the last inspection have been addressed and others no longer apply as the setting moved into new premises. Staff are deployed effectively to support the children and one-t- one help is also provided if needed. Activities and resources are organised to ensure children have easy access to them and make choices about what they wish to play with. Although staff have to set up the setting each day, they have made provision to display children's art work and photographs to help develop their sense of belonging. Inclusion is embraced well within the setting and children's awareness and understanding of equality and diversity is promoted through the role modeling of the staff and the activities and resources they provide.

Partnerships with parents, other providers and outside agencies are good and this ensures children's individual needs are known by all involved in their care and development. Home visits are undertaken before children start the setting to allow staff to become familiar with the children and their families. Information for parents is available through the notice board; prospectus and they have access to the policies. All relevant information is gathered from parents with regard to their individual children and is maintained appropriately. Parents receive regular feedback about their children's learning and development through daily discussions, being encouraged to read and add to children's home school diaries.

They also have opportunities to discuss their children's progress more formally at meetings held twice a year. Parents are extremely positive about the care and learning their children receive. They talk about how the staff not only support the children but support the parents as well. They comment on how staff are approachable and caring, providing a welcoming and friendly environment for the children and how happy the children are.

The quality and standards of the early years provision and outcomes for children

Children are happy and content as they arrive at the setting and most leave their main carer with ease. Staff are on hand to support children who find this difficult and comfort them and engage them in activities to help them settle. As children and staff sit together on the carpet they talk about their home lives and what things have happened to them since the last time they saw each other. This helps to develop children's conversational skills. On the whole children behave well and there are appropriate behaviour management strategies in place. Staff are consistent in their approach to behaviour issues and children benefit from the praise and encouragement they receive. Children are beginning to develop independence as they become aware of their own care needs with regard to drinks and visiting the toilet and attempting to put their own coats and shoes on before they go outside and this helps children develop skills for the future.

Staff have a developing knowledge and understanding of the Early Years Foundation Stage. The introduction of a new planning and assessment system is encouraging them to plan for children's learning and development. Staff complete observations of the children that identify their achievements and use these in most cases to identify children's next steps in learning. Weekly planning takes into consideration children's interests and individual learning needs. However it is not clear how children are progressing in relation to each of the areas of learning. Some adult-led activities do not sufficiently challenge the more able children. For example, when children are involved in a streamer making activity they choose the colours of streamers and use scissors confidently to cut the tissue paper or paper ribbon they have chosen. They do not have the opportunity to complete the activity by working out how to stick the streamers on sticks, as adults intervene and remove the challenge. This prevents children from solving the problem; problem solving is a useful skill for their future lives.

Children enjoy listening to stories and singing during large group times. They join in by doing the actions as they sing a firework song. Older children are beginning to recognise their own names as they self-register at the beginning of the day. Staff ensure there are appropriate books available for children who learn English as an additional language. They also make up picture books such as those depicting farm animals and write the names in English and children's home language. Children learn about the wider world through celebrating festivals and traditions from other cultures.

Children learn the importance of good personal hygiene and the need for regular

exercise as part of a healthy lifestyle. They access the large outdoor play area in the local children's centre several sessions a week and full use is made of the facility. They develop their physical skills and enjoy being outdoors. They enjoy the freedom to run around and play with their streamers, watching them blow in the wind. They grow vegetables such as beans and learn about plants and how these grow. As they pick the pods and peel open staff asks questions to encourage their thinking and children talk about the size of beans in them, count how many there are and discuss the different colours. Children learn how to keep themselves safe. They hold the walking rope as they walk along the road to the children's centre and inform others that they must 'keep holding on' and 'do not push'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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