

Buttons And Bows Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Buttons and Bows Pre-School is run by a voluntary management committee of parents and was registered again in 2011 when it re-located to its current premises. It operates from a purpose-built building in the grounds of Sawtry Infant School, Sawtry, Cambridgeshire. The setting serves the local area and has strong links with the school on which it is sited. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 3pm, with the option within this of full or half day sessions. A maximum of 30 children may attend the setting at any one time. There are currently 46 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two to four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and seven at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's genuine commitment to recognising children's individuality means that all children are respected and are supported in developing a positive sense of self. Children make excellent progress in their learning and development and are offered highly appropriate support, ensuring that their needs are consistently met and they can participate in all play opportunities and daily routines. The honest and meticulous evaluation of all areas of their work enables staff to build a comprehensive picture of this and to implement practical action plans. Thus, developing a childcare service, which is sensitive to the needs of children and their families. Committed, well-trained staff implement thorough assessment and planning procedures, ensuring that children are offered a wealth of activities, which are based on their interests and developmental needs. Excellent partnerships with parents, carers and other professionals ensure that children's care is consistent and their welfare is always well considered.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- offering children further opportunities to find out about and identify the

uses of everyday technology and use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures mean that children's well-being is significantly enhanced and their welfare is consistently promoted. All staff have attended additional training, enabling them to work together to identify any concerns and take appropriate action. There are robust procedures to ensure the suitability of staff, further promoting children's welfare. Comprehensive risk assessments and thorough daily checks mean that children's safety is very well considered in all areas. Children gain an excellent understanding of keeping themselves and others safe. For example, they enjoy visits from the crossing patrol person and community police officer, going onto use associated role play resources to gently reinforce their understanding of road safety.

The manager and deputy manager demonstrate a genuine passion for their work and set high standards. They pass on their enthusiasm, inspiring staff and supporting them in attending further training. This creates a positive, inspirational environment where children learn, explore and play happily. The setting's detailed self-evaluation supports them in developing well-targeted action plans. These are soundly based on continuous feedback from staff, parents and children, meaning that changes are well prioritised and lead to improvements in the outcomes for children. Recent changes include the introduction of an electronic mail system for parents, enabling them to communicate with the setting at anytime. The promotion of equality and the inclusion of all children is pivotal to the setting's work. For example, staff take great care to ensure that activity planning is a true reflection of the current needs and interests of all children. Staff make excellent use of all resources, in order to promote children's development. For example, they utilise community facilities, such as the children's centre, in order to offer them an extended range of opportunities.

Staff are committed to working in partnership with parents and carers to support children in their learning and development; paying close attention to building meaningful relationships with them. They make full use of a variety of communication methods, in order to keep parents well informed of their child's progress and activities. For example, there are regular newsletters, informative displays and notice boards and frequent consultation events. The innovative use of a 'sharing circle' offers parents the opportunity to add information and updates to their child's assessment files, which are then used to further inform activity planning. The setting also has very good procedures for liaising with other professionals. For example, children's planning and assessment records are shared with their childminders, in order to promote children's development.

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

Children make excellent progress because staff have a comprehensive knowledge of the Early Years Foundation Stage. They are fully committed to collating and using all relevant data relating to children's progress. This, alongside their highly flexible planning, ensures that all children are offered a rich variety of activities, which meet their needs exceptionally well. Comprehensive assessment procedures enable staff to work in partnership with parents to determine next developmental steps for each child. This ensures that the overall activity planning accurately reflects the needs and interests of all children. Committed, caring staff encourage children to initiate their play, offering them support in their chosen activities. Children's confidence is, therefore, promoted and they are eager to explore and take an active role in their own learning. Children's behaviour demonstrates that they feel safe, as they organise their play, independently selecting resources and including staff in their play and discussions.

Staff are vigilant, listen carefully to children and use every opportunity to sensitively extend their learning. For example, after discussing the exploration of a maze, staff support children in making their own maps. They thoroughly enjoy using these to navigate around the setting, counting their steps and following the directions left and right. Children show high levels of curiosity and independence and relish the challenge of exploring new activities. For example, children choose a 'chatter sack' and sit with a staff member to explore this; they become totally engrossed as they read the story, using the puppets and props and going on to work out how to play the associated board game.

Children use a wide range of information and communication technology equipment and thus, gain skills for use in the future. For example, they use programmable toys and competently access computer programmes. However, their knowledge of the uses of everyday technology and the further uses of information and communication technology is not extended to the very optimum. The excellent provision of resources and thoughtful staff interaction means that children have realistic opportunities to gain a comprehensive awareness of diversity. For example, when children talk about a super hero with a visual impairment, staff members encourage them to discuss this further. They show them a Braille book and children close their eyes and note the texture and patterns. Staff go on to discuss how these patterns make up words and sentences.

Children's emotional development is sensitively promoted as they develop secure relationships with staff and other children. Their behaviour is exemplary and they show an excellent understanding of the expected standards of behaviour as they competently organise turn-taking and happily share resources. Thus, they are developing further skills for use in future life. All children are highly valued as individuals and participate in an extensive range of activities that support them further in valuing diversity and understanding the cultures and lifestyles of others. For example, they gain a realistic awareness of their own community as they participate in activities to make maps of their village, use the nearby fields and post office and attend events, such as the opening of a new shop in the village.

This enables them to gain a meaningful understanding of their own community and to begin to set this in the context of the diversities of society and the wider world.

The setting's excellent procedures for working with parents and others means that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly appropriate support. The attention to detail in all areas means that the setting considers the needs of all children, taking every action to ensure that these are met. For example, they audit and evaluate their provision for children who have special educational needs and/or disabilities. This ensures that all of the provision is accessible and staff are appropriately trained. Children gain an excellent awareness of the relevance of a wide range of health practices. For example, their understanding of the importance of regular exercise is promoted as they participate in physical activities, noting the effects of this, such as increased heart rates and muscle development.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met