

Buttons Pre-School Playgroup

Dedworth Green Baptist Church Hall, Smiths Lane, Windsor, Berkshire, SL4 5PE

Inspection date

15/05/2013

Previous inspection date

04/11/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff are respectful and responsive to children's needs, feelings and interests and this fosters a strong sense of belonging.
- The pre-school staff have developed an exciting and valuable outdoor learning environment to ensure children are actively involved in their learning on a larger, more active, scale.
- Staff motivate children to learn with exciting activities that children enthusiastically engage in.
- Staff encourage children to use their home languages in their play and learning to support their skills in English.

It is not yet outstanding because

- Staff occasionally disturb children's purposeful play by asking them to stop what they are doing and to tidy up.
- Staff do not always offer practical activities, where children use their senses, when older children are learning about letter sounds.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playrooms and outdoors and talked with the staff and children.
- The inspector held discussions with the registered provider.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in the pre-school's self-evaluation.

Inspector

Sheila Harrison

Full Report

Information about the setting

Buttons Pre-School Playgroup is privately owned and was registered in 1994. It is registered on the Early Years Register and operates from Dedworth Green Baptist Church. The pre-school has access to a main hall, kitchen, toilets and outside play area. The pre-school serves the local area.

The pre-school employs six members of child care staff. Of these, two hold appropriate early years qualifications at level three, one at level two and the manager /provider holds Early Years Professional Status.

The pre-school opens Monday, Wednesday, Thursday and Friday term time only. Sessions are from 9am until 12noon and 12.15 until 3.15pm on Mondays and Wednesdays and 12.15pm until 3.15pm on Thursdays and Fridays. A lunch club is available on Mondays and Wednesdays. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for two, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- Allow children time and freedom to become deeply involved in activities by adapting the routine so that children can bring their play to a natural conclusion, for example, at snack time and tidy up time
- encourage children to learn about letter sounds, and how they blend together to make a word, by using related materials that excite their senses and give parents practical suggestions to reinforce their children's learning in this area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. They ensure that favourite toys are readily available to quickly engage children in their play. Children express an interest in favourite stories and staff extend this interest. For example, they create a 'bear cave'. They provide paper, glue and fur fabric for children to make a bear to

'find'. The staff support children to use their imagination by helping them to make binoculars to look for the bear.

Staff have a clear understanding of how children learn and are good role models helping children to be motivated and eager to learn. They introduce exciting materials such as ice in a tray to make 'icebergs'. They extend the activity by offering cornflour in a shaker to represent snow and small world animals to create a cold environment. Staff store the activity in the freezer so that children can play with it another time and staff respect children's ideas and thoughts.

Staff provide a wide range of equipment to help children explore and experiment. Children use brushes and pipettes in paint and roll marbles, covered in paint, on trays to see the tracks the marbles make. Children enjoy making collage pictures with glue, sequins, wool and different types of paper. Young children spend time painting and then washing their hands and arms. This gives children the opportunity to be creative and to reinforce their own learning.

The pre-school helps the older children learn about letter sounds, and how they blend together to make words, when they are assessed as ready to learn reading skills. Children enjoy these sessions and know which words contain the chosen letter at the beginning, middle and end. They act out the sound of 'n' by pretending to be aeroplanes and they make the sound of engines as they move around. However, some of the activities children undertake during these sessions, and the prepared colouring sheets that the children take home, concentrate on drawing without engaging all of the children's senses to promote their learning.

Children become deeply involved and maintain their focus and concentration while they play outside. Children dig in the soil by the fence, comparing the amount of stones with those of their friends. Staff suggest washing the stones to see the different colours underneath the dirt and discuss the small piece of pottery children find, encouraging them to think about what it was a part of. Children use scales to compare the weights of the stones. Children are enthusiastic and well-prepared for the next stage in their learning.

Staff make regular and precise observations and assessments of the children's learning and progress and understand the different assessment processes, such as the progress check at age two. This means any additional support the children may need can be identified, shared with parents and acted upon promptly. Staff manage the timing of the routine by observing when most children have finished their activity before signalling 'tidy up time'. Older children enjoy the familiar routines and know when to tidy up for snack and story time. They know to stop and listen when an adult raises her arms. Staff encourage the younger children to join in tidying up. However, some younger children are not fully prepared for the changes in the routine, such as at snack time, and find it difficult to stop their play as requested. This does not always meet the younger children's needs or allow them to bring their play to its natural conclusion.

Staff support bilingual children, and those learning English as an additional language, by asking parents for some basic words in their home language related to the children's care needs. Staff make excellent use of the internet to hear the words in translation so they

can understand the children's speech. Staff have found a very successful way of integrating young children into the group. They make a book with pictures of farm animals and, using the internet, translate the words into each child's home language. This is used with model animals to help stimulate children's interest, their emerging language skills and to give them a sense of belonging.

Strong links are in place between pre-school and home. Parents are encouraged to discuss their child's progress with their key person. Staff invite parents to attend regular report sessions and to make contributions to their child's records of achievements. A report of the activities of the session and a range of photographs of the children at play are put on a notice board. Staff develop effective relationships with others who care for the children to share knowledge to support children's learning and to ensure that parents receive full information about their child's day.

The contribution of the early years provision to the well-being of children

Children quickly settle at the pre-school because staff follow secure settling-in procedures. Children learn to be strong and independent through positive and consistent relationships with their key person. Staff ensure that favourite activities are easily available and children bring their toys from home to the door. This allows less confident children to slowly integrate into the group in their own time. Staff are warm and responsive to the needs and feeling of the children. They show affection and value the decisions the children make. Staff respect children's opinions as children expertly make appropriate choices and confidently give their views. Staff adapt the planned activities to take account of children's interests, for example, staff changed the planned story when children spotted a favourite story tape of the 'Three Billy Goats Gruff'. Children maintain their concentration for the period of the story, older children join in the refrains and all children join in the actions in some form. Children greatly enjoy a music and movement session run by a visiting teacher. Children move with control in the action rhymes and make suggestions for the next movement, for example, marching. Children that find joining in more difficult are sensitively encouraged to play quietly with adult support.

Staff know the children well and help to ensure children do not become frustrated. They understand children's 'trigger' points and ensure that adult intervention is readily available to support children to develop safe ways of dealing with strong feelings. Staff help children to become independent by encouraging them to put on their coats when going in the garden and to hang their coats on hangers when they come in. Staff gently support children that find this skill difficult. Children form good friendships. Older children play in a group, extending and elaborating their play ideas. Staff recognise when younger children are watching and sensitively support them to join in and take turns when they are ready. Children learn about caring for others and the pre-school held a fundraising event for a popular charity day. Also, staff brought in a few tadpoles for the children to care for and to see the tadpoles grow and change into frogs.

Children make very good use of the outside play area. They freely choose when to go outside during the early part of the session. Children enjoy using small metal spades to dig

in the soil. They plant seeds and care for the runner bean plants, regularly watering them. Children move with control and take turns as they competently use the low balancing beams. They compare the effect of the wind on the streamers hanging from the trees.

Children understand how to keep themselves safe. For example, they reminded the inspector not to catch her fingers in the door as it will hurt. Children are learning about a healthy diet as the pre-school does a cookery activity every week. They rotate sweet and savoury dishes to help children enjoy tasting a range dishes. For example, at the time of the inspection, they made cheese tarts and discussed the health benefits of cheese and eggs. Staff show children how to use a cookery book and this helps children understand the benefits of reading for a purpose.

Staff help children to be well prepared for their move to school. There are close relationships with the local schools and nurseries and the teachers visit the children at the pre-school. School staff bring photographs of the school premises and teachers to show to the children. Pre-school staff share their observations and assessment of the children with the teachers and this helps them to prepare well for the arrival of the children.

The effectiveness of the leadership and management of the early years provision

Staff provide children with a nurturing and secure environment in which they receive sensitive care and attention. Staff are all aware of the need to safeguard children and the procedures to follow if they have a concern about a child. Suitable documentation and recruitment procedures are securely in place to assess staff's continuing suitability. Staff are vigilant in keeping the premises secure. Doors are locked to the front of the building and the church have recently installed new fencing and gates to the garden area. Policies and procedures are individual to the pre-school and valuable information, on what the children are learning through play, is included on the website.

All staff work exceptionally well as a team. They work hard to make an effective learning environment despite needing to pack and unpack all the equipment daily. Equipment is placed at the children's reach, indoors and outside, to ensure children can independently access and move materials as they wish. Staff place large screens around the playroom and the lobby that attractively display posters, examples of the children's work and photographs of them at play. This helps foster a strong sense of belonging.

Staff are knowledgeable and enthusiastic and strive to secure improvement. Actions and recommendations made at the last inspection have been comprehensively addressed. Staff monitor and evaluate the provision well. They effectively analyse their observations of the children at play and this enables them to understand the children's needs. For example, they identify where a child is progressing well and areas where progress is less than expected. Staff successfully address gaps in children's learning by working thoroughly with parents and other professionals. The pre-school has close and effective links with parents and carers resulting in positive relationships and very high levels of parental regard for the pre-school. Parents report that they are very happy and state that their children have

made much progress in their development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	108459
Local authority	Windsor & Maidenhead
Inspection number	813343
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Jennifer Soles
Date of previous inspection	04/11/2010
Telephone number	07778 001665

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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