

Buttons Preschool @ Bletchley

Chepstow Drive Community Centre, Chepstow Drive, Bletchley, MILTON KEYNES, MK3 5NQ

Inspection date

06/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children use their imaginations when caring for dolls in the role-play area where they develop their personal, social and emotional skills.
- Children enjoy movement and music sessions to move their bodies expressively in time with the tunes and develop their physical skills.
- Staff prioritise safeguarding to create a safe, secure environment for children.

It is not yet good because

- Senior staff do not monitor the quality of staff assessments to make sure practice is consistent. As a result, not all staff identify children's next steps in learning well to help parents to know how to support children's progress at home.
- There are few activities to encourage children to develop early writing skills. Staff offer uninspiring resources so children seldom explore this aspect of development.
- Staff sometimes complete the progress check for children aged two years old before having a secure knowledge of their development. This means that the check does not fully reflect children's abilities accurately.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and garden.
- The inspector had discussions with parents, staff, the director and children.
- The inspector undertook a joint observation with the manager of an indoor activity.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and action plans for improvement.

Inspector

Hayley Marshall

Full report

Information about the setting

Buttons Pre-school @ Bletchley registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in Bletchley, Milton Keynes and is privately owned. The nursery serves the local area and is accessible to all children. The pre-school operates from a main room and a smaller room and there is an enclosed area available for outdoor play.

The pre-school employs three members of childcare staff. Of these, the manager is qualified to degree level and two staff hold appropriate qualifications. The pre-school opens Monday to Friday during term time only. Sessions are from 9am to 12noon and from 12 noon to 3pm, except for Wednesday when the pre-school opens for the morning only. There are currently 13 children attending, who are in the early years age group. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop observation and assessment to ensure that all staff use the information gained to plan effectively for children's next steps in learning and to provide accurate feedback to parents as part of the required progress report for children aged two years
- extend the supervision of less qualified staff to cover monitoring of the records they keep to support children's learning and development.

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

- increase the range and quality of activities available for children to develop their interest in early writing skills.

Inspection judgements

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

Children play with a range of toys and activities. They enjoy engaging in role play to spend periods of time caring for dolls. They use their imaginations as they pretend to make the doll better using a doctor's set and tuck it into a pushchair with blankets. Children use these experiences to help them to understand about feelings and caring for others to

develop basic personal, social and emotional skills.

Staff talk to children and ask them questions during their play. Staff identify when children need extra support to develop their speech and language. Staff model the use of language and plan activities, such as quiet stories with them, to help children to hear spoken language. Children increase their use of words and become confident in talking with others and staff. Staff gather information from parents about children's interests and what they enjoy doing at home. However, staff do not always provide inspiring and exciting activities which build upon their home experiences. For example, there are few opportunities for children to develop their skills in early writing by making marks and drawing. Those resources which are available are uninspiring and do not entice children to use them.

Staff observe children's progress and development frequently. Overall, they use their knowledge of children's development to track children's progress sufficiently. However, the quality of the assessments that staff make is inconsistent. Some children's profiles include rich information about children's abilities and securely rooted plans to support children's next steps in learning. Other staff fail to use the information they gather to inform precise, meaningful and challenging plans for children's learning. As a result, the measuring of some children's progress is difficult and parents cannot understand how to support children's learning at home effectively.

Children are keen to engage in some of the activities on offer and delight in making, for example, fireworks from recycled materials. They use tape and glue to construct models, developing hand control in preparation for writing when they start school. Children have the freedom to come and go from the garden as they choose in all weathers. When outdoors, they climb and slide on the climbing frame and enjoy opening and closing the door of the play house. These activities help them to increase their body control and coordination of their larger muscles, so supporting their physical development.

Staff are developing children's curiosity and interest in leading their own play. For example, when playing with porridge oats, children show fascination when filling tubes. Staff provide more boxes for children and teach them about mathematical words, such as full and empty. This approach shows that children are starting to test out their ideas and to solve problems. Children gain important skills and attitudes towards learning which will equip them sufficiently well for when they start school in the future.

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

Children are developing friendships and attachments to each other and the staff. They arrive happily and separate from parents confidently. Staff gather information about children's likes, dislikes and their families to help them to get to know children. The pre-school uses a key person approach, which means that parents know who the staff are that oversee their children's care. This support helps parents to feel confident to share information. Children are settled and secure at the pre-school and ready to learn.

Staff engage with children during leisurely snack times. This interaction provides children with opportunity to talk and for staff to explain to them about healthy choices in eating. Children are becoming independent in meeting their own personal needs, such as using the toilet and hand washing. They know they wash their hands before eating, because staff explain to them about cleaning away germs. Children understand about the importance of exercise because staff provide them with opportunities to move to music. Together, staff and children pretend to move like trains, listening to music and stopping and starting as the tune changes. These activities help children to enjoy being physically active as part of their routine.

Children behave well and are, generally, considerate of each other's feelings. They learn about sharing and taking turns as staff guide their behaviour. Children are starting to understand about safety through handling equipment, such as scissors.

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

Staff place great importance upon safeguarding. They know and understand about the signs and symptoms which might cause them concern about children's welfare. There are clear directions for staff to report any such concerns to support children's well-being. The manager and safeguarding officer undertake regular training to remain up to date with current practice and to inform and review the procedures which underpin practice at the pre-school. Staff undertake a full induction, which includes checks about their identity and suitability to work with children. Staff maintain safe and legal ratios at all times, which help them to closely supervise children. The well-qualified manager uses her knowledge and experience to monitor staff interaction with children. The pre-school operates a supportive approach to supervising staff. This support is achieved through regular appraisals and one-to-one discussions so that staff develop targets for their ongoing professional development and training needs. However, supervision does not extend to the monitoring of all of the staff's records of children's development. Therefore, senior staff do not identify weaker practice in relation to assessments of children's learning.

The management develops a written action plan which targets some weaker areas in the pre-school. Staff use the plan as a working document to monitor ongoing improvement. Staff encourage children and parents to share their views and ideas, which they are beginning to do, and evaluate these to inform planning and activities provided for children. The staff work alongside local authority development workers to review and reflect upon their practice. Staff use guidance to decide when to complete the progress check for two-year-old children. Having been told that these need to be completed as soon as possible, staff have undertaken the checks soon after children start at the pre-school. This means they have had little opportunity to get to know children as they complete some checks after two weeks attendance only. This early completion affects the rigor and reliability of the checks to provide accurate information about what children can do and to support their learning.

The management has a positive attitude towards working with other professionals. Staff

are establishing links with the local children's centre to help direct parents to further areas of support. Staff are beginning to form links with local schools through visits and discussion, in order to help create a smooth move for children in the future. Family members find staff friendly and approachable. Parents feel that children are making satisfactory progress in their learning and development in the short time they have been attending the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464690
Local authority	Milton Keynes
Inspection number	920638
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	13
Name of provider	Buttons Pre Schools Limited
Date of previous inspection	not applicable
Telephone number	07973158368

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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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