

# Buttons Preschool @ WaterEaton

Warren Childrens Centre, Serpentine Court, Bletchley, MILTON KEYNES, MK2 3QJ

## Inspection date

Previous inspection date

21/11/2013

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

- Staff help and encourage children to become independent learners through making a choice of resources readily available.
- The 'key person' system operated by staff helps children become confident, so they express their needs knowing staff will meet them.
- Staff teach children an awareness of safety, particularly when out in the locality.
- The management deploy staff so that children use all areas of the pre-school throughout the day, both inside and out, which particularly helps those children who prefer to learn outdoors.

### It is not yet good because

- Insufficient emphasis is placed on developing the individual teaching skills of staff through the programme for the staff team's professional development, including their ability to assess children's progress accurately.
- The ability to use good questioning skills is not consistent across the staff team to help children think about what they do and to extend their communication and language skills further.
- Staff teaching does not help children gain good literacy skills in readiness for the next stage of learning, particularly in regard to developing writing skills.

## **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 children's play and staff interaction, indoors and outside.
  - The inspector and manager undertook a joint observation of a teaching activity.
  - The inspector talked with available staff, parents and children and held discussions with the provider
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

## **Inspector**

Josephine Adeyemi

## Full report

### Information about the setting

Button Preschool @ WaterEaton registered with Ofsted at its current location in 2013. It is owned by a limited company. It operates from a building shared by the Youth Centre in Bletchley in Milton Keynes, Buckinghamshire. Children have access to a large hall, a smaller room and a secure outdoor play area. The pre-school is registered on both the compulsory and voluntary parts of the Childcare Register. The pre-school provides a service for children in the local community. The pre-school opens each weekday from 9am to 3pm during school terms. Currently, there are 37 children on roll in the pre-school aged two and four years. The pre-school receives funding to provide free early education for children for two-, three- and four-year-olds. Children have the option of staying all day or for either a morning or afternoon session. A total of six staff work with the children; three hold relevant National Vocational Qualifications at level 3; one staff member has a similar qualification at level 2 and one is unqualified. The manager has a relevant qualification at level 6.

### What the setting needs to do to improve further

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

- complete more regular and accurate assessments to monitor children's progress carefully across all seven areas of learning, and use this information to develop children's skills better in readiness for the next stage in learning
- ensure that the existing system for the professional development of staff is developed to be more effective, so it improves the consistency in the quality of teaching across the staff team and, subsequently, children's progress.

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

- develop children's acquisition of communication and language skills, and their early writing skills in readiness for the next stage of their early education through using better teaching techniques such as questioning skills

## Inspection judgements

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

Staff welcome children into a bright hall that they have set out well and carefully divided into different activities, some of which are adult-led. Children's independence is actively encouraged by staff throughout the pre-school because resources are stored at low levels

for easy access. The pre-school is well resourced. Staff provide opportunities for children to engage in interesting and exciting activities inside and outdoors. For example, the 'community' play carpet is used by children to pretend they are out and about in their own community.

During activities, some staff use effective questioning skills to help extend children's play as they explore their environment but this skill is not used consistently well across the staff team. Some staff help children develop their counting skills in preparation for the move to school, such as when they make a 'shopping list' and to 'buy and sell' things, and count their change. Other staff miss chances to support the development of children's language by failing to engage them in conversations when appropriate. Staff provide cosy book areas where children can share stories. Most children listen attentively and enjoy staff-led story times.

Staff have sufficient understanding of the learning and development requirements. They sometimes interact well with children and then are able to effectively support learning and development. For example, they help children use their imaginations as they pretend to 'go shopping in cars'. All children make steady progress in relation to their ages, capabilities and starting points. However, staff are not all proactive in obtaining as much information as possible about children's individual starting points from all parents. As a result, planning for individual children's next steps is reliant mostly on the observations staff make of children's achievements in the pre-school. Assessment is suitable overall because staff knowledge of their key children is secure. However, staff do not always keep sufficient records to demonstrate that assessment is precise and focused across all aspects of learning. This means some aspects are not promoted well, such as early writing skills. Nevertheless, all areas of learning are promoted. Parents are happy with their children's progress since attending the pre-school.

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

Children have positive relationships with staff and play happily with their friends. This is because staff spend time getting to know the children and an effective 'key person' system helps children to settle quickly. Generally, children behave well. Staff help children learn to take turns and play alongside others; for example, a child was encouraged to 'sell doughnuts' with his friend as part of learning to play cooperatively.

Children are independent, confident and appear to feel secure. Staff support children's skill to keep themselves safe, well. They teach children about taking suitable risks and help them understand road signs, including through role play. Staff help children to feel confident to express themselves in asking for what they need.

The pre-school is secure and visitors are duly signed in and supervised at all times. Unauthorised individuals do not have access to children. This system helps ensure children can play safely. Staff deployment ensures they supervise children appropriately.

Staff encourage children to use the outside play area extensively every day as part of a

healthy lifestyle and children benefit from the fresh air and exercise. They have the opportunity to exercise their whole body with the wide range of purposeful resources outside, encouraging their physical development. Staff teach children to learn to manage their personal needs; older children use the toilet independently and younger ones are developing this ability. Staff actively encourage good hygiene practice, so all children know they wash their hands before meals. Staff support those who need reminders. Children have unrestricted access to drinking water and enjoy healthy snacks. Staff talk to them about the healthy options in their lunch boxes so they begin to understand what foods are good for them.

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

Staff understand the procedures to follow in the event of any safeguarding concerns because they have undertaken approved training. A robust recruitment process ensures that management only recruits suitable individuals to work with children. This process includes following strict vetting procedures, taking up references and conducting suitability checks.

A system to monitor staff performance is in place, and staff have regular appraisal and supervision sessions. However, the programme for the professional development of the staff team is not sufficiently focused on ensuring consistently good practice across the team or on improving the quality individual staff's teaching. For example, the management has not identified weaknesses in the consistency of staff interaction with children or in the assessment system. All staff have sufficient understanding of the Early Years Foundation Stage that helps them to support children's learning and development needs generally.

Staff have attended training to help them meet the needs of the children present. Planning covers all areas of learning, often based on themes for the week, that are threaded through the entire pre-school. Room lay out, resource arrangements and staff interaction emphasises the theme to help children make connections across their learning. There is a generally suitable system in place to monitor children's progress once they settle into the pre-school, although some aspects of learning are somewhat less well catered for.

Although the system for evaluation requires improvement, the provider and staff show a commitment to ongoing improvement thorough using their action plans to develop the pre-school provision suitably since registration. Partnership with parents is actively encouraged; this contributes to some positive outcomes for the children in their wider lives too. For example, staff help parents to fill out benefit forms. Parents appreciate the open-door policy of the pre-school where they can easily raise concerns with staff without the trouble of making appointments. Partnership working with external agencies ensures the children are able to receive appropriate support and intervention when required. The pre-school staff team work closely with the professionals and the local authority.

### **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

<b>Unique reference number</b>	EY464686
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	920637
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Buttons Pre Schools Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07528051557

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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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