

# Buttons Preschool @ Bletchley

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

<b>Inspection date</b>	16/07/2014
Previous inspection date	06/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Close relationships are formed between staff and children. Staff are caring, supportive and join in fully with children's play which extends their learning experiences well.
- Parents are confident that children are making good progress and feel that staff keep children safe and secure.
- Staff observe children closely, make accurate assessments and plan for individual children's next steps in learning. This means that staff are able to support all children to reach their full potential.

### It is not yet outstanding because

- There are fewer opportunities for children to learn about technology and develop skills in this area.

## 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 indoors and outside.
- The inspector and manager undertook a joint observation.  
The inspector examined documentation, including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, the owner, parents and children.
- The inspector tracked a sample of individual children to assess progress.

## Inspector

Sue Skinner

## 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 pre-school 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 four members of childcare staff. Of these, the manager is a qualified Early Years Teacher 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 24 children attending who are all 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 further improve the quality of the early years provision the provider should:

- extend experiences for children to understand the world more fully, particularly in the area of technology.

### Inspection judgements

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

Children at the pre-school make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate a confident knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff work hard at maintaining good assessment records and generally track children's progress carefully. Planning results from ongoing observation and through children's individual interests. There is a good balance of activities which are led by staff, and those which children choose independently. As a result, planning closely reflects children's next steps of learning.

The pre-school is equipped with a good variety of resources which provide a range of interesting choices for children in areas that are clean, attractive and inviting. Children are able to select what they want to play with independently because storage is positioned at an appropriate height. Staff are accepting when children move resources around to extend their learning, for example, when play dough is moved to the pasta tray to make birthday cakes. Staff organise the session so that children have ample opportunities to play and explore. This results in children having high levels of concentration and enjoyment,

displaying positive characteristics to make their learning effective.

Staff play alongside children, interacting purposefully to support and extend their language development. They introduce new vocabulary to children, for example, as they talk about 'dehydration' in the hot weather to extend their understanding. Staff repeat sentences back to children who are learning to talk, correcting and modelling clearer language. For example as children discuss making their models, 'littler', staff gently rephrase by saying 'yes, you are making them smaller.' Children are provided with daily opportunities to develop their physical skills. They use a range of tools, such as scissors, threading, puzzles and chalk, which develop hand-to-eye coordination. Children have plenty of opportunities to be physical outside and to develop skills using larger movements. They learn to kick balls, pedal trikes, climb and slide. Children learn to negotiate spaces as they move freely between the indoors and outside.

Children play with resources which support their mathematical development effectively. They count hoops onto spaghetti straws and complete number jigsaws. They also learn about the language of capacity and shape as they play with buckets of water outside, and play dough inside. Staff teach older children about semi-circles as they play with bricks discussing curved and straight edges. Staff support children to develop skills in literacy. They encourage children to write, as they provide opportunities for children to make marks in all areas. Older children are beginning to form letters and they are encouraged to write their own names on their artwork. Outside, children paint with water and staff teach them songs which are linked to the movements of early writing. Children experience books in a cosy comfortable area, and staff read stories enthusiastically to capture children's interest and delight.

Children are encouraged to develop their creativity as they play in the themed imaginative hairdressers role-play area. They engage in real life experiences in the well-equipped home corner, and dress up as wizards playfully saying, 'Abracadabra,' and making spells with magic wands that staff have provided. Children enjoy getting messy as they experiment in the mud kitchen outside and make party decorations inside with glitter and collage materials. Children have good opportunities to be musical and to explore sounds outside; inside they sing and dance enthusiastically to a popular song about an elephant. Children have experiences to learn about the wider world. For example, they have a visit from a local police officer, a 'library lady' and enjoy pre-school day trips to local parks. However, children currently have less opportunities to learn about technology to promote their understanding of the world fully effectively.

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

Children and staff develop close and warm relationships, which results in children feeling secure and settled. Children grow in confidence as familiar staff care for them. Staff know children well and are able to talk at length about the uniqueness of each child. They are aware of children's interests, and their wider families, and this helps them to meet children's individual needs fully. Staff value children's achievements and celebrate their successes, which promote children's self-esteem. For example, displays of children's early

writing attempts celebrate individual children's achievements at holding pencils correctly, forming letters and meeting their next steps in learning.

Children learn about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Children are able to describe what a healthy drink is and they know that fizzy drinks are not good for you. Children develop independence as they play an active role as they pour their own drinks and clear up after themselves once they have finished. Children display good manners and routinely say please and thank you without being reminded. Children automatically wash their hands before snack, maintaining good hygiene standards. This demonstrates their awareness of following good hygiene procedures routinely. Staff teach children about safety in the hot weather as they are encouraged to wear hats, apply sun cream and are taught about the need to drink plenty of water. Staff actively promote good dental hygiene as children are taught about the importance of brushing their teeth after eating. They experience first-hand information from a visiting dental nurse who enriches their learning.

Children in the pre-school are very well motivated and have a positive attitude to learning, which shows that they feel safe and secure. Children openly show their affection to staff who respond in caring ways. Children demonstrate through their excellent behaviour that they have been taught well how to be kind, share and take turns. For example, outside they looked for extra paintbrushes to make sure every child had one, and they spontaneously fetched extra chairs for each other when a new child joined a group activity. There is a good level of age appropriate resources and experiences that present suitable challenges for children. Expectations for younger, less confident children are appropriate, for example, they are not made to join in with activities, such as music and movement, if they do not want to.

Staff present positive role models to children and genuinely appear happy, smiling as they play and interacting in a variety of situations. This results in a healthy emotional environment which is essential for children's all round development. All staff warmly greet parents and children at the start and end of the session. This creates a positive atmosphere which keeps links between the pre-school, children and their families very close.

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

Children at the pre-school are safe and well protected. The manager and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements. Robust systems are in place to check the suitability of staff to work with children. Staff have received appropriate training on paediatric first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are also aware of what actions to take if they have safeguarding concerns about each other or the management at the pre-school.

Staff record information and share this with parents when children have accidents. Fire evacuation drills are practised with children to enable their understanding of emergency procedures, and risk assessments are carried out to ensure the suitability of the premises. Daily registers are taken and record the times that children attend the pre-school, with periods of absence recorded and monitored. There are an appropriate range of policies, procedures and documentation to enable staff to meet the requirements of the Early Years Foundation Stage. The manager has a good overview of the learning and monitors the provision and staff well. She monitors planning and assessment arrangements closely so that individual children receive good support to close any gaps in learning. The manager has successfully supported staff to focus on improving the conversations they have with children, and as a result these are now very good.

Relationships with parents are strong. Parents speak very highly of the pre-school and say they are confident and trust that the staff look after their children well. Parents are involved with their children's learning and feel they are kept well informed with newsletters and regular discussions with their key person. When children start at the pre-school, parents receive information about the Early Years Foundation Stage. Parents comment that their children learn a lot while they are at pre-school. For example, they say their children become more confident and learn to count, write, speak, sing songs and share. Parents are also happy that when their children first start at the pre-school, there are solid settling-in arrangements that meet their children's needs fully. They comment that staff phone and text to let them know how their child is settling in. Parents are supported to play an active role in their child's learning, for example, with learn at home ideas, such as talking about, 'how we keep happy healthy and safe.'

Staff seek the support and specialist knowledge from outside agencies when meeting the various needs of children. For example, they implement teaching strategies from therapists to develop individual children's speech and communication skills. The manager and staff work effectively with the advisor from the local authority to ensure that they regularly review and implement positive changes, which improve the learning experiences for all children.

### **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>	EY464690
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	962603
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Buttons Pre Schools Limited
<b>Date of previous inspection</b>	06/11/2013
<b>Telephone number</b>	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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