

Buttons Preschool @ WaterEaton

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

Inspection date	04/11/2014
Previous inspection date	21/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 plan and provide a broad educational programme, which supports children to make steady progress in their learning and development.
- Children thoroughly enjoy the outdoor play opportunities available to them.
- Staff establish positive partnerships with parents and others to benefit the children.

It is not yet good because

- The cleanliness of the toilet areas and nappy disposal arrangements are not always suitable.
- Staff do not always make best use of resources to extend children's learning.
- The organisation of large group activities does not reflect the needs of all children.

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 hall, smaller play room and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager and owner.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Full report

Information about the setting

Button Pre-school@WaterEaton registered at its current location in 2013 and it is owned by a limited company. It operates from The Warren Centre in Water Eaton, Milton Keynes. There is access to a large hall, smaller play room and a secure outdoor play area. The pre-school provides a service for children from the local community and it is open each weekday from 9am to 3pm during school term times. The pre-school receives funding for the provision of free early education to children aged two, three and four. There are currently 47 children on roll and they attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The pre-school employs six staff to work with the children; three hold relevant National Vocational Qualifications at level 3; one staff member has a relevant qualification at level 5 and one is unqualified. The manager has a relevant qualification at level 6. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- maintain appropriate hygiene arrangements at all times in the toilet areas and ensure there are suitable arrangements to store and dispose of soiled nappies

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

- enhance the organisation of group activities to make sure they reflect the interests and levels of concentration of all the children taking part.
- make better use of resources to support children's learning and enjoyment

Inspection judgements

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

Children are generally happy learning through play and they particularly enjoy spending time in the outdoor play environment. Assessment procedures are effective in terms of monitoring children's progress and planning their next steps for learning. The staff track the children's progress closely to identify and close any gaps in their learning. Staff provide a well-balanced educational programme although the implementation of some activities is not fully effective. However, overall children to make steady progress in their

learning.

Staff support children's communication and language well by providing a running commentary and using skilful questioning to encourage them to respond. Children develop early writing skills as they help themselves to pencils and crayons, and spend time drawing and writing. Children have opportunities to recognise their name on their coat peg and, when they show an interest, staff encourage them to extend their literacy skills by learning to write their name. Children enjoy listening to stories both indoors and outside. However, there are times in the session when staff gather all children together for a story. This activity does not appropriately reflect the ages and stages of development of all children. The size of the group means that it is difficult for some of them to see the story book and the younger children find it difficult to listen and concentrate.

Staff plan activities to develop children's understanding of the world in which they live. Children learn about other people's beliefs as they celebrate festivals such as Diwali and Chinese New Year. Children find out how to operate basic technology as they use toys such as cash tills and telephones. They learn to use magnifying glasses to study creatures in the garden and have made binoculars to observe the squirrels and birds. Visitors to the pre-school, such as a vet, offer further opportunities for children to learn to care for living things.

Staff teach children about number, colour, size and shape during various activities. Children learn to count and, during an activity playing with dinosaurs, were able to sort them by colour and type. They complete jigsaw puzzles and build with various construction toys. During cooking activities, children explore measurement as they weigh and measure ingredients. However, the staff do not always make the best use of resources to provide further challenges for children's learning and to achieve the planned learning outcome. For example, staff provided an activity for children to fill and empty containers with pasta. However, they only set out a small amount of pasta in a large tray and too few resources to help them fully explore measurement. Children participate in art and craft activities, which involve using different media and materials such as glue, sticky tape, paint and recycling materials. This encourages them to develop their imagination and creative skills. Overall, children acquire the skills they need to help them move on to the next stage of their learning.

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

Children enjoy warm relationships with the kind, caring staff. Each child has a designated key person who is responsible for overseeing their care, learning and development during their time at the pre-school. Children settle well and if they become upset during a session staff contact parents to come in and spend time with them. This promotes their emotional well-being and sense of security. The staff encourage children to develop their personal, social and emotional development. For example, they teach children to share and take turns when playing games and to show kindness and respect to one another. As children succeed at a task, the staff offer praise to develop their confidence and self-esteem. There is a suitable range of furniture and equipment to meet the care needs of the children

attending. For example, portable steps help children to reach the toilet and sink independently, and child-size tables and chairs allow them to eat comfortably.

The pre-school has successfully taken part in a scheme to promote children's understanding of the importance of healthy eating and good tooth hygiene. Parents provide their child's packed lunch and the pre-school provides healthy snacks and drinks. Children develop their independence skills in preparation for school. For example, they learn to take off their coats, pour their drinks and manage their lunch boxes. Overall, children follow suitable hygiene routines such as hand washing before eating and using paper towels to dry them. However, staff do not always maintain an appropriate standard of hygiene in the toilet areas and there is not a suitable arrangement for the hygienic disposal of nappies. This does not fully protect children from the risk of cross-infection. There are appropriate procedures to ensure that children do not attend when they are sick. There are also suitable procedures for dealing with, and recording, accidents and the administration of medication. The majority of staff hold a first-aid qualification making sure there is always someone available to provide children with prompt first-aid attention if required.

The pre-school provides waterproof clothes for children so they benefit from fresh air and exercise all year round. Children learn to keep themselves safe as they talk about road safety. They have also previously enjoyed a visit from the police and a look around a police van. They know what to do in the event of a fire because they routinely practise the emergency evacuation procedure. The children increase their physical skills when climbing, sliding and balancing on a range of apparatus. They use their imaginations as they build with portable equipment such as colourful crates, tyres and planks of wood. Generally, staff effectively promote the well-being of the children.

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

The pre-school is generally well-led and managed although day to day monitoring of the provision is not always robust enough to identify areas that need improvement. Children are safeguarded because the staff have a sound knowledge and understanding of child protection issues. There are rigorous recruitment arrangements and effective induction procedures to ensure the suitability of staff and apprentices to work with children. In addition, the owners of the pre-school have completed training in safe recruitment. Staff carry out effective daily risk assessments for the premises so that children can play safely both indoors and outdoors. The pre-school is reflective in practice. Training opportunities, staff meetings and individual meetings with the manager support staff and develop practice. The manager and owner work together to identify ways in which to develop their service to benefit the children and their families. Staff are keen to further develop the learning environment for children. They involve parents in the self-evaluation process through discussions and questionnaires. This enables parents to share their views and opinions about the service they receive.

The manager demonstrates a sound understanding of her responsibilities in meeting the

learning and development requirements. She reviews the staffs' observations of the children's progress to ensure this is frequent and accurate. There is a suitable system in place for the progress check for two-year-old children and staff provide a written summary for parents. The manager has attended relevant training to support children with special educational needs. The staff work effectively in partnership with other professionals to further support children's all-round development in the pre-school setting. Furthermore, the pre-school provides specific play resources to further support children's individual learning.

Staff establish trusting partnerships with parents and carers. Effective communication systems include daily conversations, parent comments book and newsletters. Parents attend parent evenings to discuss their child's learning and development with their child's key person. During the inspection, parents shared positive comments about their children's progress, particularly in relation to their communication and language skills, potty training and improved behaviour. The pre-school establishes effective working relationships with local schools in order to help prepare and move children on to school. This means that the teachers have some knowledge about the children before they start.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take necessary measures to minimise any risks to the health of the children (compulsory part of the Childcare Register)
- take necessary measures to minimise any risks to the health of the children (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY464686
Local authority	Milton Keynes
Inspection number	962602
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	48
Number of children on roll	47
Name of provider	Buttons Pre Schools Limited
Date of previous inspection	21/11/2013
Telephone number	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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