

Buttons Preschool @ WaterEaton



Warren Childrens Centre, Serpentine Court, Bletchley, Milton Keynes, MK2 3QJ

Inspection date	15 October 2015
Previous inspection date	4 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make good progress in their learning and are acquiring the skills they need for later learning.
- Staff understand how children learn and build a clear picture of each child's ability right from the start of their time at pre-school. They provide children with the questions, challenge and structure that they need to extend their understanding and learn new skills.
- Children are ready for school or the next stage of their learning. Staff help children to explore the differences between pre-school and school so they are more able to understand the change in their routine and become emotionally ready to move on.
- Children enjoy playing outside. Staff use this to encourage them to adopt a healthy attitude towards exercise and fresh air. Parents receive support and guidance to provide healthy meals for their children.
- The managers implement a precise plan of action to set realistic and specific goals to improve staff practices and further children's achievements. They engage with other professionals, who provide support and help, to identify areas for improvement.

It is not yet outstanding because:

- Staff are not always successful at gathering quality information from all parents about children's learning at home to gain a complete picture of each child's stage of development.
- Staff do not always take every available opportunity to help children to understand what makes them unique and learn from the differences of others in the group.

What the setting needs to do to improve further

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

- encourage parents to share even more details about what their children learn and achieve at home
- strengthen even further the support that staff give to children to help them recognise and celebrate their achievements, in order to help them better understand themselves and the differences between each other.

Inspection activities

- The inspector observed children's play activities throughout the inspection.
- The inspector spoke with children, management and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector reviewed a range of written documents, including policies, procedures and children's records.
- The inspector took into account the views of parents.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective; staff understand local reporting procedures and know what to do if they are concerned for children's safety or welfare. Staff work well to reduce hazards to children's health. The managers continually develop ways to reach out to parents, although they recognise that these are not always as successful as they could be. They recognise areas of weakness in their provision and are proactive about finding ways to improve. Staff receive support to continually improve their skills and knowledge. This in turn helps improve the quality of their teaching methods. The managers understand the importance of including parents' views when reflecting on their practices to drive improvements.

Quality of teaching, learning and assessment is good

The quality of teaching is good. There are ample resources and activities readily available to children. Staff teach children the basic skills they need for their later learning. For example, children learn to use tape dispensers independently and staff encourage them to share ideas about their purpose. Staff extend children's early literacy skills through a variety of activities. For example, staff help children learn to make marks and recognise letters as they draw in the sand or share stories with them in a cosy quiet space. Regular observations and assessments help staff to quickly identify and communicate delays in learning to parents. Parents help to form the initial assessment of their children's learning, and receive written details on their children's progress between the ages of two and three years.

Personal development, behaviour and welfare are good

Staff have a good knowledge of the children in their care as they understand children's preferences and abilities, and match their expectations accordingly. They use this knowledge to ensure all children are encouraged to learn. Children develop independence and self-confidence. For example, they are able to find their own belongings, and are encouraged to clear away their snack plates and then wash their faces and hands. Staff plan activities and resources that support children to understand different cultures in the world and explore festivals and celebrations beyond their own.

Outcomes for children are good

All children make good progress in their learning. Those who require extra support receive help promptly, and gaps in learning are narrowing for all children.

Setting details

Unique reference number	EY464686
Local authority	Milton Keynes
Inspection number	998117
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	48
Number of children on roll	46
Name of provider	Buttons Pre Schools Limited
Date of previous inspection	4 November 2014
Telephone number	07528051557

Buttons Pre-school registered in 2013. It operates from The Warren Centre in Water Eaton, Milton Keynes. The pre-school is open each weekday, from 9am to 3pm, during school term times. It receives funding for the provision of free early education for children aged two, three and four years. There are eight staff who work directly with children, five of whom hold suitable childcare qualifications between level 3 and level 4.

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