

Buttercross Pre School

Bingham Robert Miles Infant School, School Lane, Bingham, Nottingham,
Nottinghamshire, NG13 8FE



Inspection date	28 April 2016
Previous inspection date	20 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The management team continuously evaluates the quality of the pre-school, taking into account the views of children, parents and staff. They set realistic targets for improvement and work strenuously to make sure that they are achieved.
- Staff observe children so that they know what they can do. They make good use of this information to establish what children need to learn next. The close working relationship of all staff means that they all know the children well.
- Children's mathematical development is very well promoted. Staff help children to compare size and quantity and to learn about shape, space and measurement.
- Staff listen carefully to what children have to say. They follow children's interests and support them to lead their own learning through play. Staff talk to children during group times to establish what activities they would like to do. They provide resources and help to enable children to extend their learning.
- Children are happy and demonstrate that they feel safe and emotionally secure. They attend settling-in sessions and quickly develop close attachments with staff. Starting points for children's learning are successfully established in partnership between staff and parents.

It is not yet outstanding because:

- Occasionally, opportunities are missed to make all parents aware of the resources and support available to guide their children's learning and development at home even further.
- While staff promote children's awareness of information and communication technology, resources are not always readily available for children to independently explore how technology works.

What the setting needs to do to improve further

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

- strengthen the ways in which parents are supported to guide their children's learning at home
- provide children with a greater variety of opportunities to extend their understanding and experiences of technology.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The management team continually strives to improve the quality of the pre-school. The manager tracks individual and groups of children's progress meticulously. This ensures that any gaps in their development are identified and strategies implemented to make sure they close quickly. The pre-school has developed strong links with the feeder school, other early years settings and professionals. This promotes a continuous approach to children's care and learning. This is most effective for children who have special educational needs or disability. Arrangements for safeguarding are effective. Staff have a secure understanding of what to do if they have a child protection concern. Staff are provided with effective appraisals, supervision and training. This means that staff are constantly supported to improve the quality of their teaching.

Quality of teaching, learning and assessment is good

The qualified staff team observes and assesses children's progress to help them to provide a range of interesting and varied activities to suit children's needs. Staff follow children's lead and listen to what they have to say. For example, children talk to staff about superheroes. They provide paper, scissors and pencils for children to make their own masks. Younger children explore foam and natural materials and feel the different textures. Outside, children develop their problem-solving skills. They work out how to attach guttering together to make a track for cars to roll down. Children say, 'ready, steady, go' before sending a car along the track. Children develop their physical skills as they run around and climb in the outside area. Parents comment positively about the pre-school, saying that they appreciate the friendly staff.

Personal development, behaviour and welfare are good

Children are encouraged to do things for themselves, such as taking turns to serve and prepare their own snack. They confidently and safely use knives to butter their crumpet, showing their developing independence. Children plant vegetables and learn about what plants need to grow. They show care and concern for the pre-school's guinea pigs. Children hold them carefully and feed them cabbage and cucumber. Staff are good role models who promote a calm and relaxed atmosphere. They use positive praise and encouragement that promotes children's self-esteem. A bell is used to let children know when the daily routine changes. This supports children's understanding about what happens next.

Outcomes for children are good

Children are developing a positive and enthusiastic attitude towards learning. Children of all abilities, including those who receive funded education and children who speak English as an additional language, are making good progress. They are well prepared for starting school. Children learn about other cultures and their local community. They go on walks to collect fruit every week from the local shop to eat for snack. This promotes healthy eating. Children develop their imagination. They made tickets using pencils, paper and scissors and hand them to each other so they can go on a train ride to the beach.

Setting details

Unique reference number	EY309556
Local authority	Nottinghamshire
Inspection number	861995
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	59
Name of provider	Buttercross Pre-School Committee
Date of previous inspection	20 September 2011
Telephone number	01949839667

Buttercross Pre School was registered in 2005. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 4, one at level 6 and one with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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