

Buttsbury Pre-school

Perry Street, Billericay, Essex, CM12 0NX



Inspection date

17 May 2016

Previous inspection date

18 July 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The managers are inspirational. The managers and the trustees are extremely passionate and dedicated to providing the best quality of care and education for children. The managers have very high expectations of themselves and their staff team. Their meticulous evaluation of every aspect of the pre-school ensures they maintain outstanding care and education for all children.
- Staff provide a highly stimulating and exceptionally well-resourced environment indoors and outside. Children consistently test out their own ideas, make choices in their play and problem solve, as they explore the wealth of educational opportunities offered to them.
- Staff's support for children who have special educational needs or disability is inspirational. They provide meticulous support to ensure children's needs are met to the highest level. Staff work excellently with outside professionals. They ensure that they provide a wealth of tailored support, including small-group communication sessions.
- Staff have the best interests of children at heart. Children's enjoyment of learning and well-being is of the utmost importance to them. Children form exceptional caring bonds with their key person, staff and one another. Staff show a heart-warming respect and love for children, which they reciprocate eagerly.
- Staff form excellent partnerships with parents. They place a high importance on parents being their children's first educators. Staff welcome parents as volunteers to learn about the benefits of play. Parents receive regular updates through social media, newsletters and in-depth reviews of their children's development.
- The management's monitoring of all individual children's and groups of children's progress ensures that no child is left behind. They swiftly implement intensive support for children to ensure they continue to make excellent progress. Many children are exceeding expectations for their ages and stages of development.

What the setting needs to do to improve further

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

- continue to build on staff's interests and professional aspirations to maintain and enhance the excellent educational opportunities provided for children.

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's playroom manager.
- The inspector held a meeting with both the pre-school managers and two trustees. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times throughout the inspection and viewed children's development records.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also viewed written testimonials from parents.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an in-depth knowledge of the possible indicators of child abuse and take swift action if they have concerns. The managers operate very thorough and robust recruitment procedures to ensure staff are suitable. Staff operate strict procedures on the use of cameras and mobile phones. They are also very conscious and aware of maintaining confidentiality. The managers have very high expectations of staff. They operate very focused professional development plans. The managers ensure all staff attend training around the needs of their key children and for their own professional development. Two members of staff have recently attended an accredited speech and language course. The managers intend to continue to build on the educational opportunities they provide, by building on staff's interests and professional aspirations.

Quality of teaching, learning and assessment is outstanding

Staff work consistently at children's level, engaging them in highly stimulating and engaging interactions. They seize every opportunity to step in to children's play to build on what they already know. Staff promote children's physical development extremely well. Children learn to balance on beams, climb on tree stumps and practise getting ready for physical education lessons. Children's mathematical development is promoted excellently. For example, staff ask children to compare sticks of different sizes. They discuss with children which ones are shorter, longer, thinner and thicker. Staff support children to use tape measures to see how long each stick is. Staff complete sharply focused assessments of children's progress. They use these to plan activities that are matched meticulously to children's individual needs, interests and capabilities.

Personal development, behaviour and welfare are outstanding

Children settle extremely well in the pre-school's inviting, stimulating and very caring environment. Staff have very high expectations for children's behaviour. Children are actively included in developing the pre-school's rules. Staff manage children's move to school seamlessly. They provide children with photos of the school environment, school uniform, visits to the school and invite teachers to attend the pre-school. Children have extensive opportunities to experience fresh air and physical exercise. Staff skilfully encourage children to take risks and consider how they can make activities safe for them and others.

Outcomes for children are outstanding

All children make excellent progress given their starting points and capabilities. They are extremely well prepared for the next stage in their learning, including starting school. Children use excellent manners. They learn to share, take turns and engage in social interactions with ease. Children become very confident communicators. They have a wealth of vocabulary that they use to speak to staff and their peers. Children develop excellent problem-solving skills. They independently discuss and test out their ideas to see which items will float and sink in the water tray. Children learn excellent independence skills.

Setting details

Unique reference number	EY439462
Local authority	Essex
Inspection number	1042025
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	99
Name of registered person	Buttsbury Pre-School
Registered person unique reference number	RP901932
Date of previous inspection	18 July 2012
Telephone number	01277 631816

Buttsbury Pre-school was registered in 1975 and reregistered in 2012. The pre-school employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The pre-school also employs two office staff and a site manager. It opens from Monday to Friday term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children who have special educational needs or disability.

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