

**Inspection date**

22 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff have a good understanding of how to protect children and know the procedures to follow should they have any child protection concerns.
- Staff help children to explore their creative ideas effectively. For example, they helped children to explore the sounds of a range of musical instruments and encouraged them to play these as they sang songs.
- Staff make good use of observations to identify children's next steps in learning. Planning takes into account children's needs and targets accurately how to move them forward in their learning. All children, including those with additional needs, make good progress in their learning, in relation to their starting points.
- Staff enable children to settle in well. For example, they gain information from parents about their children's interests and abilities to enable them to plan effectively for children's needs when they first start.

### It is not yet outstanding because:

- Staff do not make full use of all opportunities available to adapt activities to captivate children's interest and enhance their learning even further.
- Staff occasionally complete tasks that children could manage by themselves.

## What the setting needs to do to improve further

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

- recognise when to adapt activities to captivate children's interest further and help them make even better progress
- make full use of all opportunities available to encourage children to manage tasks independently to help them make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning, and accompanied staff and children on a planned outing.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that staff keep their knowledge up to date, for example, through regular training and reflection on policies. Accurate self-evaluation and a commitment from leaders and staff to continuous improvement have enabled the setting to develop its good quality service. For example, leaders and staff act on the views of parents and children to target improvements. The manager monitors staff practice well and supports them to reflect upon the quality of teaching. Leaders provide a programme of professional development to ensure they continue to improve the good quality of teaching. Staff work well in partnership with parents and other providers to meet children's needs. They keep parents informed about their children's progress and well-being, and help them to support children's learning at home.

### Quality of teaching, learning and assessment is good

Staff provide children with a good range of interesting activities that encourage them to play and explore. For example, staff have created a cosy, covered area for children to use torches to explore light, dark and reflection. Staff help children to develop their understanding of the world. For instance, they took children on an outing to feed the ducks and observe changes in their local environment. Staff make good use of opportunities to support children's mathematical understanding. They encourage children to recognise shapes in signs and buildings and to use their counting skills as they climb up steps.

### Personal development, behaviour and welfare are good

The manager and staff prioritise children's good health and support this well. For example, during role play, staff talked to children about the effects of eating too much sugar and the importance of dental care. Staff teach children about staying safe. For instance, they give children clear instructions about crossing roads safely. Staff are caring and attentive to children's needs. They form strong bonds with all children, who are happy and secure. Staff are positive role models and employ a range of strategies to manage children's behaviour successfully. Children's behaviour is good. Staff have created a culture and environment which celebrate diversity and ensure that everyone feels valued.

### Outcomes for children are good

Children are well motivated to learn. They enjoy playing with others and get on well together. Children develop their own ideas and make links for themselves. For instance, children shared good ideas when comparing instruments with other sounds they were familiar with such as clapping and animal noises. Children make good progress and develop skills that prepare them well for their future learning. For example, they are keen to use their early writing skills and learn to recognise their names.

## Setting details

<b>Unique reference number</b>	EY478714
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	979433
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Buttons Preschools Limited
<b>Registered person unique reference number</b>	RP901723
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07973 158368

Buttons@Newton Leys registered in 2014. It operates in Newton Leys, Bletchley, in Milton Keynes. It opens on Monday and Wednesday from 9am to 3pm and on Tuesday and Thursday from 9am to midday, during term time. The setting employs five staff, of whom four hold appropriate early years qualifications, including one at level 4 and three at level 3. The setting receives government funding for free nursery education for children aged two, three and four years.

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