

Buttons Kindergarten

Spilsby Franklin Hall, Halton Road, Spilsby, PE23 5LA



Inspection date

Previous inspection date

20 February 2017

Not applicable

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

- The provider is a strong leader and she offers focused guidance to staff. She collates staff's ideas and gathers views and opinions from parents to identify strengths and any priorities for improvement.
- The qualified staff plan activities that come directly from children's interests. This helps to engage and motivate all children. They accurately assess children's achievements and use this information to develop their next steps in learning.
- The provider monitors all forms of assessment to create a comprehensive account of the progress made by each child and groups of children. This helps to ensure early intervention is sought and programmes of support are implemented swiftly.
- The atmosphere at the kindergarten is welcoming and homely. Children of mixed ages play together and have forged strong attachments with each other and the staff. This helps to secure their emotional well-being.
- The environment, both indoors and outdoors, is well organised and stimulating. There is a wide range of interesting toys and resources that children access independently.
- Staff develop good partnerships with parents. They regularly share information with parents to keep them informed about all aspects of their children's care and learning.

It is not yet outstanding because:

- Staff do not always focus enough on providing children with high levels of challenge during activities so that they always build as much as possible on what children can already do.
- On occasions, the planning of adult-led group times does not take enough account of the differing needs of all the children taking part so that all children make the most of the good learning opportunities on offer.

What the setting needs to do to improve further

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

- enhance teaching to provide children with greater levels of challenge during play so that they make more rapid progress
- improve the planning of adult-led group times, adapting these experiences more accurately to suit the different abilities and needs of the children to increase the potential for them to make more rapid progress in their learning at these times.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the kindergarten provider.
- The inspector held a meeting with the kindergarten provider. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider ensures that keeping children safe is at the centre of all practice. Staff know how to recognise the different types of abuse and the procedures to follow should they have concerns about children in their care. The provider follows a rigorous recruitment and vetting procedure and she uses an effective induction system to support new staff. The provider uses observations and one-to-one meetings to help improve the quality of teaching and identify staff's training needs. The provider encourages and supports staff to attend training to develop their teaching skills and professional knowledge. This helps to enhance experiences for children. Additional funding is used well to purchase resources to suit children's interests and learning needs.

Quality of teaching, learning and assessment is good

Staff gather the views of parents about their children's care and learning when they first join the kindergarten. They use this information well to establish clear starting points in learning and what children are interested in when they start. Staff teach language skills well. They encourage children to join in conversations and introduce new words to increase their vocabulary. Children enter into the fairytale theme when they dress up in wigs and princess dresses in the book snug area and act out familiar stories. This promotes their creativity and they develop a knowledge of popular stories. Staff work well with other professionals and agencies involved in children's care. Children who have special educational needs and/or disabilities receive good support. They make good progress from their starting points.

Personal development, behaviour and welfare are good

Staff help children to develop positive values. Children learn to respect each other and to be patient and wait for their turn. They play together well. They are well behaved and look after the environment, tidying away the toys. Children clearly enjoy their time at the kindergarten. Children decide whether they wish to play outdoors or indoors. This helps to promote their health and well-being, as they benefit from spending time in the fresh air outdoors. Children understand and adopt good hygiene practices; they wash their hands before eating and after using the bathroom. Staff encourage parents to send nutritious food for their children in packed lunches. This helps to promote healthy lifestyles.

Outcomes for children are good

Children make good progress based on their starting points and individual capabilities. They develop good physical skills and enjoy exploring different materials. Older children use a variety of utensils, dough and spices to create cakes. Younger children enjoy playing outdoors in the mud kitchen and filling and emptying buckets in the sand. This helps to promote their hand-to-eye coordination and an early understanding of mathematics. Children begin to develop independence and self-help skills. They put their coats on ready to go outside with minimal help. Children are developing the skills they need for their future learning.

Setting details

Unique reference number	EY497616
Local authority	Lincolnshire
Inspection number	1035206
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Tessa Leah Sait
Registered person unique reference number	RP909814
Date of previous inspection	Not applicable
Telephone number	01790 755202

Buttons Kindergarten was registered in 2015. The kindergarten employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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