

Inspection date	19 March 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
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

- Leaders have worked diligently and with great rigour to establish provision of the very highest quality. They do all that they can to ensure that children feel safe, secure and welcome. Children receive a highly positive experience of learning away from home.
- Children make outstanding progress from their starting points. By the time they start school they are more than ready for the next stage in their learning. Children develop all the skills of enthusiastic and inquisitive learners.
- Children's behaviour is exemplary. They are a credit to their families and the staff who look after them. They show great consideration to each other and are extremely welcoming and polite to visitors.
- Teaching is highly effective. Staff know children extremely well. They expertly support their learning throughout the day through a wide range of fascinating learning experiences that fully captures children's interest.
- Staff form excellent partnerships with parents. Parents cannot speak highly enough of the impact that attending pre-school has on their children. They feel fully supported by the staff who offer lots of advice and practical support to enable them to continue their children's learning at home.
- Children love going to pre-school. They arrive with big smiles in the morning and the pre-school is full of happy and cheerful children throughout the day.

What the setting needs to do to improve further

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

- increase opportunities for children to learn how to use technology purposefully.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children, and took account of their views.
- The inspector looked at documentation, including policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders place the welfare of children at the centre of all that they do. All staff have a highly detailed understanding of how to keep children safe and the procedures that they must follow should they have any concerns about a child's welfare. Leaders have established a sharply focused programme for evaluating the quality of what they offer and monitoring the quality of teaching. They use this to provide staff with all the support and training that they need to deliver teaching of the very highest quality. They monitor children's progress very thoroughly and quickly identify where children need extra support. For example, they identified a need for children to develop their understanding of numbers and shapes, and quickly closed any gaps in this aspect of learning. They are fully committed to making further improvements. For example, by widening the opportunities for children to learn about technology.

Quality of teaching, learning and assessment is outstanding

Staff very quickly establish a thorough knowledge of the skills and abilities that children have already when they start. This enables them to plan for each child and track their progress with great accuracy. Any gaps in learning close very quickly. Children show a real fascination with learning. Staff build on this keen interest by planning very interesting learning experiences. For example, children delight in exploring eggs of different sizes and from different birds. They weigh, measure and describe them, then practise their writing skills as they record their findings.

Personal development, behaviour and welfare are outstanding

Children show exceptionally high levels of well-being. Staff have highly successful strategies for helping children to settle quickly into the routines of the pre-school. They have high expectations of what children can do and, right from the start, teach children to be independent and responsible. For example, all children are very proud that they can hang up their coats without help. Children move purposefully around the pre-school, making choices about what to do and where to play and learn. Children learn to value a healthy lifestyle. For example, staff ensure that they can take part on lots of energetic play experiences outdoors. Staff are excellent role models for the children. They greet them warmly each day and offer clear guidance about acceptable behaviour and lots of praise for children's daily achievements.

Outcomes for children are outstanding

All children, including those in receipt of additional funding, make excellent progress in their learning. All children learn to be tolerant and respectful of others. They show high levels of independence and a real thirst for knowledge. For example, children ask staff about unusual vegetables in the home corner, keen to find out their names and uses.

Setting details

Unique reference number	EY498050
Local authority	Milton Keynes
Inspection number	1037250
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	30
Number of children on roll	45
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Date of previous inspection	Not applicable
Telephone number	07973158368

Buttons@Abbey's registered in 2016 and is situated in Bletchley, Milton Keynes. It is open from 9am to 3pm on Monday to Friday during term time only. In addition, the pre-school offers care before and after school, from 8am to 9am and from 3.15am to 4pm for children attending the attached school. The provider employs six members of staff. The manager and the deputy manager hold qualifications at level 5 and three other members of staff hold qualifications at level 3. The provider is in receipt of funding to provide free early education for children aged two, three and four years.

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