

Inspection of Buttons @ Giffard Park Preschool

Giffard Park County Combined School, Broadway Avenue, Giffard Park, MILTON
KEYNES MK14 5PY

Inspection date: 5 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The provider has high ambition for all children and organises a curriculum that is challenging and exciting. Staff demonstrate good-quality teaching as they introduce children to a range of different ideas and experiences. Enticing potion-making activities spark children's curiosity and intrigue. They strengthen their muscles as they crush herbs, use pipettes to measure out liquids and pour their concoctions into large bottles. Children examine these closely, observing their ability to change the colour and consistency of the liquid inside. Staff bring learning alive for children with high-quality, real-life resources and role-play experiences. They encourage all children to take part and contribute their ideas. Children are proud of what they know and can do and enjoy sharing their work. Children's behaviour is excellent and they thrive in the caring, calm and happy environment. Children learn about rules and expectations and show staff the same respect that is shown to them. All children, including children for whom the setting receive additional funding, make good progress. Staff are alert to what support children need and use sound evidence to make decisions about how to use funding to support children's individual needs.

What does the early years setting do well and what does it need to do better?

- Highly effective nurture groups support children who need extra help with their development, such as taking turns, sharing and developing their speech and language.
- Staff repeat words and use commentaries during activities to expand on children's communication and understanding. However, occasionally, staff do not recognise when to stand back and allow children to immerse themselves in their experiences as they ask questions that do not further enhance children's learning.
- Staff fuse ideas in their teaching. Through evaluations, staff recognise that boys need support in their mathematical development. Activities bring together superhero figures and wooden blocks to encourage children to count and subtract as they knock down the tower of blocks. This excites children and they are eager to take part.
- High-quality observations and updates are shared with parents electronically. This has significantly increased parental engagement. Parents say that they know how to continue to support children's learning at home.
- The provider is highly professional and extremely proactive in evaluating and improving the quality of the provision. She introduces suggestions from parents, such as providing home-reading books. The provider shows an excellent capacity to continually build on the good quality of the pre-school.
- During the early morning session, staff have short meetings and prepare for the day. This means that children do not experience the same consistently high-

quality teaching experiences that they have throughout the rest of the day.

- There is extensive support and encouragement for children who are new to the setting. Staff appreciate that parents need time to adjust to leaving their children for the first time. This sensitive and considerate approach helps children to quickly settle and establish extremely close bonds with their key person.
- Children are animated and excited as they dance to music. They understand how to programme technology to play their favourite songs. Children leap to their feet, moving their bodies, wiggling, jumping and dancing without inhibition. Their absolute joy is infectious and staff readily join in.
- Staff encourage children to be confident and capable. They skilfully learn through trial and error and have rich experiences to test out their abilities and manage small risks. The forest-school teaching empowers children to be brave and confident and benefit from playing outdoors.
- Children show the highest respect, tolerance and understanding for each other. When minor disputes happen, older children resolve the situation by selflessly giving the equipment they are using to younger children. This shows an immense sense of maturity and consideration for others.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is pivotal to all staff's work. Staff are knowledgeable about local and national child protection issues and undertake regular training to expand on their knowledge and skills. There is a rigorous induction procedure for all new staff to check their suitability to fulfil their role. Concerns about children's welfare are quickly reported to the Local Safeguarding Children Board and staff work effectively with other professionals to contribute towards keeping children safe. Staff remain alert to any changes in children's behaviour and indications that they might be at risk of harm.

What does the setting need to do to improve?

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

- use questioning effectively to expand on children's experiences and know when to stand back and allow children to consolidate their learning
- develop activity plans during the early drop-off session, so all children always experience the same high-quality teaching throughout the day.

Setting details

Unique reference number	EY549936
Local authority	Milton Keynes
Inspection number	10123444
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	37
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Telephone number	07973 158368
Date of previous inspection	Not applicable

Information about this early years setting

Buttons @ Gifford Park Preschool registered in 2017. The pre-school employs eight members of staff. All members of staff hold childcare qualifications at level 2 or above, including two staff who have early years professional status. The pre-school is open Tuesday to Friday during school term time from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A learning walk and joint observation was completed with the manager and operational manager.
- Meetings were held with the provider and the special educational needs coordinators.
- A number of parents were spoken to during the inspection and the inspector took account of their views.
- The inspector spoke to staff and children throughout the inspection at suitable times.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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