

Inspection of Buttons And Bows Pre-School

Sawtry Infant School, Middlefield Road, Sawtry PE28 5SH

Inspection date: 25 February 2020

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
|------------------------------|--------------------|

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children greet staff enthusiastically as they arrive. They settle quickly, eager to explore and play. Children establish extremely strong bonds with staff and show genuine affection for them. Children show that they feel safe and secure. They confidently seek reassurance should they feel upset. Children are confident to take measured risks in play. They build obstacle courses by using crates and planks of wood. This helps to develop their coordination, balance and problem-solving skills.

Children show exceptionally high levels of engagement and can-do attitudes. They are very eager to practise forming and writing letters, using the interactive board. They build on their prior knowledge of letters and the sounds that they represent, showing that learning is securely embedded. Children show high levels of listening and attention skills. They are captivated as they listen to stories that staff read with great expression. They anticipate what comes next, and join in with actions and phrases as staff read 'We're Going on a Bear Hunt'.

Children build high levels of self-esteem and behave very well. They benefit from hearing lots of praise and encouragement. Staff create a positive and nurturing environment. This helps children to develop increasing levels of self-control and understanding of the impact their actions may have on others. Children learn about the local community and how they may help those who are less fortunate than themselves. They help to raise funds for local charities and support the local food bank.

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

- Leaders are highly qualified, knowledgeable and passionate in their role to provide children with outstanding care and learning experiences. They value their enthusiastic staff and inspire them to seek continued professional development. Staff are highly motivated and continually strive to improve their practice. They provide children with an ambitious curriculum that inspires children's curiosity and ignites their motivation to learn.
- Staff establish exceptional partnerships with parents. They provide parents with a wealth of information about their child's day and progress in their learning. Parents know precisely what children's next steps in learning are and how to support their ongoing learning at home. Staff use the online communication system used by the host school to share information with parents. They invite parents to stay-and-play sessions each term at times that are convenient for working parents, such as on a Saturday. Parents are extremely positive about staff and the pre-school.
- All children have equal opportunities to achieve their full potential. Leaders make highly effective use of additional money received to enhance children's

experiences and ensure they access their full entitlement to early education. Staff forge highly focused links with other professionals and agencies. This ensures that children with special educational needs and/or disabilities benefit from precisely targeted interventions and high-quality teaching that help to give them the best start in life.

- Children thoroughly enjoy their explorations and discussions, particularly outside during forest school sessions. They are highly focused as they find insects in fallen tree branches. They discuss the insects' habitat and movements with excited interest. They show awe and wonder as they work collaboratively to secure a rope to form a swing. Children beam broadly as they spin and propel themselves on the swing. Children experience the effects of wind as they position plastic sheeting to make dens and create a wind tunnel. They learn how to use tools safely and ensure the environment is safe for their friends.
- Staff know children extremely well. They accurately assess children's progress and plan effectively to help children build their skills and knowledge. Children explore Shrove Tuesday traditions. They make pancake batter from scratch with staff and investigate other ways to have pancakes, such as by using prepared mixes or buying them ready-made. Children have plenty of time to explore the ingredients and equipment. They push down on weighing scales and explore the effects of force. They eagerly have a go at tossing pancakes in frying pans. Staff encourage children to write their pancake recipes. They recall phrases and words from the story they read about Pancake Day.
- Staff work extremely closely with Reception class staff at the host school. They use feedback from the Reception teacher to precisely plan learning experiences for children. This helps children to continue to flourish in their learning and emotional well-being when they start at school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are highly knowledgeable and experienced about safeguarding matters. They ensure that all staff and committee members attend regular training about child protection and safeguarding children. Leaders implement robust recruitment processes to help to ensure the suitability of adults working and volunteering in the pre-school. Staff confidently fulfil their role to protect children from harm. They know the possible indicators that a child is being abused and the process to follow if they have any concerns about a child's welfare. Staff demonstrate an expert knowledge of wider safeguarding issues, such as the risks to children of extremist views and behaviours.

Setting details

| | |
|--|---|
| Unique reference number | EY440993 |
| Local authority | Cambridgeshire |
| Inspection number | 10113098 |
| 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 | 45 |
| Number of children on roll | 59 |
| Name of registered person | Buttons and Bows Pre School Committee |
| Registered person unique reference number | RP517164 |
| Telephone number | 07914278466 |
| Date of previous inspection | 12 September 2013 |

Information about this early years setting

Buttons And Bows Pre-School registered in 2011 and is committee run. The committee employs 10 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3, including the manager who has early years teacher status, and the deputy who has a qualification at level 6. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- Two joint observations were evaluated with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of committee members and the staff working in the pre-school.
- A number of parents spoke to the inspector and their views were taken account of.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020