

Inspection of Buttons@newtonleys

Newton Leys Pavillion, Furzey Way, Bletchley, Buckinghamshire MK3 5SP

Inspection date: 18 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children show that they are happy to be at pre-school. They enjoy playing with their friends. Children like the staff and see them as important people in their lives. For example, parents report that children talk about staff at home. Children are keen to tell staff about what they have been doing at weekends. Staff keep children safe and supervise them closely, including when they are sleeping.

Children behave appropriately for their age. They understand and cooperate well with routines. For example, they help to tidy up resources and they line up quickly when asked, ready to move into another room. Children are welcoming and polite to visitors.

Children are able to take part in a broad range of activities based on their interests. However, the curriculum is not sufficiently ambitious or well planned to ensure children engage consistently in high-quality learning. This leads to times when children move quickly between activities or when what children are doing is not building further on their existing skills effectively.

Children who need a very personalised curriculum receive effective support. Staff identify these children quickly and work closely with parents and other professionals to meet these children's specific needs.

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

- Children become increasingly independent. Staff place a strong emphasis on supporting this aspect of children's development. They successfully teach children how to put on their shoes and coats and manage their own toileting.
- Staff do not consistently identify what children would most benefit from learning next. For example, they do not always identify when children still need help to make friends. Nor do staff always have a clear plan of learning for children they have no specific concerns about.
- Staff are confident to plan a range of experiences that they think children will enjoy. However, they are less confident about how to build on this interest to enhance children's understanding and knowledge. For example, they provide resources about fish and the sea after children have shown an interest, but do not consider how to use this interest to extend learning.
- There is a busy feel to the pre-school. Very young and less confident children, although not distressed, sometimes appear a little lost in this environment. They spend too much of their time walking about without real purpose or removing themselves to a quiet area. Staff do not always notice and are not quick enough to offer support to help these children join in more.
- Parents speak highly of staff. Parents especially appreciate the support that was

given when the setting was closed at the beginning of the COVID-19 (coronavirus) pandemic. They appreciated the suggestions for activities they could do with children at home.

- Staff engage children in lots of conversation. When they join children in their play, they ask them questions and listen to their answers. Children are becoming increasingly confident to talk to adults and each other.
- Staff plan a wide range of activities to support children's physical development. Children show that they enjoy spending time outdoors in all weathers. They have plenty of opportunities to develop their coordination and control, and enjoy using wheeled toys outside. Inside, staff encourage children to use a range of malleable materials and tools.
- There are times when groups of children can come together to sing, talk and listen to stories. However, at these times, some children do not engage well. This is particularly the case for children who are sat the furthest away from the adult who is singing or reading the story. These children find it harder to see, hear and focus. They become distracted and fidgety.
- The provider and the manager have not clearly identified the weaknesses in the quality of the curriculum and teaching. The manager recognises that it would be beneficial to observe staff practice more closely. Although staff have regular opportunities to discuss their performance, they do not receive enough clear guidance to help them develop their teaching skills further. However, staff do enjoy working at the pre-school. They find the manager approachable. The manager feels valued and appreciated by the provider.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff understand their responsibilities to keep children safe. They undertake regular training. The provider and manager discuss safeguarding with staff at meetings and supervisions, and keep staff updated about wider safeguarding issues. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share these concerns and understand the importance of doing so promptly. The provider follows thorough recruitment procedures to ensure those employed to work with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

monitor staff practice more closely so that support and guidance for staff can focus more precisely on raising the quality of the curriculum and teaching	01/09/2021
clearly identify what children would most benefit from learning next and use this to design and deliver a well-planned and ambitious range of learning experiences.	01/09/2021

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

- provide timely support for younger or less confident children to help them join in or make choices about what to do.

Setting details

Unique reference number	2505270
Local authority	Milton Keynes
Inspection number	10194406
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 at time of inspection	2 to 4
Total number of places	48
Number of children on roll	75
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Telephone number	07973158368
Date of previous inspection	Not applicable

Information about this early years setting

Buttons@newtonleys registered at its current site in 2018 and is situated in Bletchley, Milton Keynes. It is open from 8.30am to 4.30pm, Monday to Friday, during term time only. The provider employs 10 members of staff, eight of whom hold relevant qualifications from level 2 to level 6. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector held a meeting with the manager, spoke with the provider by phone and looked at relevant documentation.

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 2021