

Inspection of Buttons@StokeHammond

Buttons Preschool, Village School, Bragenham Side, Milton Keynes MK17 9DB

Inspection date: 3 November 2022

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

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children clearly feel safe, happy and secure at this vibrant pre-school. They explore, play, solve problems and think for themselves every day. Learning is active, exciting and fun. Not a moment of learning time is wasted. The playrooms and outside areas are full of interesting and challenging activities.

Staff are excellent role models. They speak slowly and clearly, giving children time to respond to questions and instructions. Adults are highly skilled. They encourage children to think for themselves. For example, children fill a truck with bricks, squealing with delight when the tower falls. They thoughtfully consider how many bricks it will take to fill up the Wendy house.

The rich, imaginative and well-planned range of enjoyable activities and experiences sustain children's interests and keeps them engaged. Staff have an excellent understanding of how children learn. They inspire and challenge children to do their very best at any activity they undertake. Adults meticulously plan learning opportunities, which build on the children's previous experiences so that they know and can remember more. For example, children learn about the world as they eagerly cut up lemons and add ingredients to make play dough. They discuss the smell of mint, comparing it to toothpaste.

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

- The excitement of learning is evident in every part of the pre-school. The setting is highly inclusive and ensures that all children make rapid progress no matter how small the steps. Children with special educational needs and/or disabilities enjoy the full range of exciting experiences that the pre-school has to offer. For example, they learn to play alongside and tolerate other children as they burst bubbles floating around them.
- Parents are incredibly positive about the school. They describe it as an 'amazing place'. Staff work closely with parents, and children benefit from a very strong continuity of care. Staff listen with interest to children's ideas and help them to persevere and succeed. Children build respectful relationships with each other and are always polite and helpful. Staff follow highly proactive systems to prepare children for when they move on to the next stage of their learning, including school.
- Observation, planning and assessment processes are exceptionally rigorous. Staff know the children remarkably well and are skilled in knowing how to challenge and extend children's learning even further. Staff maximise spontaneous learning opportunities. For example, when a child finds a bulb of fennel, staff help him to research the vegetable and suggest cooking it for him to taste.

- Staff make excellent use of opportunities to engage children in conversation. They make thought-provoking comments and listen to what children have to say. Children develop impressive communication and language skills. For example, children create stories as they play outside on the pirate ship, excitedly describing the dinosaurs on the beach and the enormous sea creature who eats pumpkins.
- Children display exceptionally high levels of independence as they access activities. They follow their own interests and are engrossed in their play. Children concentrate for long periods as they play. Many stimulating activities help children to develop the small muscles in their hands. For example, they learn to safely cut up vegetables, pour their own drinks and butter toast at snack time.
- Involvement with the community is excellent. Children walk to the nearby farm to look at the alpacas, sheep and horses. They make lists and walk to the local shop to buy resources. Children write to 'pen pals' in the community, posting them during their weekly walk. They develop an understanding of recycling, using a compost bin to dispose of waste. These opportunities result in an appreciation for the environment and community.
- The manager and owner are dedicated and passionate leaders. They involve staff, parents and children in their ongoing reflection when planning future improvements to the pre-school. As a result of training and support, the staff team are extremely confident in their skills. This means that children make excellent progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very clear that the safety of children is paramount. Staff receive thorough training and support to ensure they understand child protection procedures. The open communication between staff and all levels of management promotes information sharing, as staff feel listened to and respected. Children have a very clear understanding of how to keep themselves safe, such as when they chop vegetables. Recruitment procedures are robust, and staff receive high-quality professional development opportunities and regular supervision meetings, helping to ensure they remain highly effective in their roles.

Setting details

Unique reference number	EY490888
Local authority	Buckinghamshire
Inspection number	10228996
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	1 to 4
Total number of places	40
Number of children on roll	33
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Telephone number	07973 158368
Date of previous inspection	18 January 2017

Information about this early years setting

Buttons@Stoke Hammond registered in 2015. It is open Monday to Friday, from 9am to 3pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It employs six staff, of whom four hold relevant qualifications.

Information about this inspection

Inspector

Kate Robertson

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 provider and has taken that into account in their evaluation of the provision.
- The inspector and manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had meetings with the manager and owner. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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 2022