

Inspection of Buttons Kindergarten

Spilsby Franklin Hall, Halton Road, Spilsby PE23 5LA

Inspection date: 9 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive excited to see staff and their friends, and greet them warmly with a smile. They are supported by staff to develop strong bonds with them, so children are comfortable to go to any staff for guidance when they need it. Children remain eager to learn at the well-presented kindergarten that staff create and stay highly engaged throughout their time playing. They develop extensive physical skills through activities planned by staff, such as yoga. Children listen intently and follow staff instructions to stretch high, balance on one leg and other poses. They pretend to be superheroes and repeat positive mantras they have learned previously, such as 'I am kind' and 'I am brave'. Children show pride in their achievements and respond to staff's praise with a joyful 'I did it!'. They learn new vocabulary as staff explain that exhaling is when they all breathe out and help them breathe out to the count of three.

Children behave extremely well and understand what staff expect of them during the day. They are keen to develop their independence and are highly motivated by staff's encouragement to try things for themselves. Children identify which size boot they need, and put them and their waterproof suits on. If they need help, they ask their friends first and work together. Children imitate the interactions they have with staff and use the manners they learn during play. They consistently use 'please' and 'thank you' when they respond to one another and negotiate to share resources.

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

- The manager has made immense changes to the setting since the last inspection. She has developed and implemented an entirely new curriculum, and provides staff with the support and coaching they need to implement this. The manager has reviewed all procedures to ensure that the requirements of the statutory framework for the early years foundation stage are met at all times, including developing all staff's safeguarding knowledge.
- Staff know all the children and their families extremely well. They play alongside children and liaise with parents and carers to assess what they know and can do. Staff work as a team to plan how to support children with what they need to learn next, and address any gaps in their learning. This includes children with special educational needs and/or disabilities.
- Staff plan a wide range of activities for all children based on their interests. They also adapt their plans to make the most of spontaneous play. Staff support children to practise their hand and arm muscles to make marks on the fence, using water and different brushes and rollers. Children name what they have drawn and create different shapes and patterns. When the children discover that flicking the brushes makes the water spread and they start to giggle, staff

encourage them to follow this creativity. This develops into a large-group hide-and-seek water fight with staff, and children laughing profusely and focusing on supporting children's social interactions.

- Staff interact with children and support their communication and speech. They allow children time to think and respond to questions, and encourage them to share their own ideas. Staff encourage children to ask for things at the outdoor vegetable shop using full sentences, such as 'Please may I have a raw carrot?' However, at times, some staff don't extend their interactions and instructions for the most able children. Therefore, although these children do build on their knowledge and skills, they do not make the most progress they are capable of.
- Staff set clear and consistent boundaries for children. They explain why these expectations are important and how it helps to keep everyone happy and safe. Children know to stop and listen when staff make a noise on the room's wind chime, and line up without prompting ready to go inside from the garden. They all take their boots off and bang them on the floor to remove the sand before they enter the room.
- The manager works alongside staff to develop the learning experiences they offer to make sure they are engaging. However, at times, some staff do not make the most of the environment they have. Therefore, sometimes, children remain in the same small space and the room becomes too noisy for staff to best support all children make the most progress they are capable of.
- Parents feel fully supported and communicated with in all aspects of their child's care and development needs. They praise staff for their care and attention to support each individual child.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a thorough understanding of their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. All staff know the families and children very well. They demonstrate a good understanding of the signs and symptoms a child may be at risk of harm. Staff are confident in recording, monitoring and reporting any concerns to the relevant professionals. The manager has a thorough recruitment procedure in place and continuously monitors the suitability of all staff. The site is safe and secure and has clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. All staff receive first aid training and know how to help children if they have an accident or become ill.

What does the setting need to do to improve?

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

- develop staff's ability to extend children's play and further support the more able

children to make the most progress possible

- support staff to make better use of the whole environment available to be able to focus more clearly on supporting individual children to learn.

Setting details

Unique reference number	EY497616
Local authority	Lincolnshire
Inspection number	10271255
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Sait, Tessa Leah
Registered person unique reference number	RP909814
Telephone number	01790 755202
Date of previous inspection	14 December 2022

Information about this early years setting

Buttons Kindergarten registered in 2015 and operates from Spilsby Franklin Hall, Halton Road, Spilsby. The kindergarten employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the kindergarten.
- The inspector held discussions with staff regularly during the inspection.
- Parents' and carers' views were taken account of.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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