

Inspection of Buttons@ Stacey Bushes

Stacey Bushes Meeting Place, Briar Hill, Stacey Bushes, MILTON KEYNES MK12 6HX

Inspection date: 28 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children show extremely high levels of self-belief. They show substantial persistence and determination to complete tasks to their satisfaction. Staff celebrate children's successes and how hard they try to achieve their goals. Staff have very high expectations. Children positively work towards these expectations. Children feel proud of their achievements. Staff are extremely positive role models, helping children to celebrate their constantly gained new knowledge and skills.

Children are extremely well behaved. They learn rules and boundaries through group games. They instinctively read other children's feelings through discussions with the staff. Staff effectively support children's awareness of their own emotions. Staff encourage children to think about how they are feeling and how this impacts on their play and on others.

Children constantly share their new learning with their peers. Children take ownership of their setting. They proudly talk about what they are doing and their relationships with the staff. Children enter the setting excited and eager to see their friends and familiar staff. The staff prolifically promote children's attachments with all staff to provide a safe and welcoming environment for all. Staff are committed to promoting an extremely sensitive and supportive approach to meet the local communities' needs.

Children show high levels of awe and wonder when discovering new experiences. Staff use strong teaching skills to highly support children's innate fascination with the natural world. For example, staff encourage children to look at seed packets, exploring what they can grow, installing curiosity and recalling past learning. Children enthusiastically identify real vegetables that match the seeds, placing them in the soil to tell staff that they have grown and can now be eaten.

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

- Children rapidly extend their vocabulary, learning new words and their meaning. Staff introduce new words according to children's level of understanding. For example, staff talk about mathematical concepts when children experiment with water. Children explore balance, using scales to equal the amounts of water in each bucket. Staff use words such as 'equal', 'lighter', 'more', 'heavier', 'same' and 'different' to help children to understand this concept. Children are later heard using these new words, showing a true understanding of their extended vocabulary.
- Children have a strong determination to meet their own personal needs. Staff talk children through the process of pouring drinks, going to the toilet and washing their hands. This helps children to increase their existing confidence to

try new tasks themselves. Staff inspire children to meet their own needs through encouraging discussions, supportive interactions and precise demonstrations.

- Children are committed to negotiating throughout their play. They actively invite others to share and take turns. They exceed expectations of cooperative play. Children who find social play difficult support younger children to know how to play group games with them. For example, they explain where to hide and what to count to when playing hide and seek.
- Staff provide extremely effective support for children with special educational needs and/or disabilities. They carefully and subtly track children to identify triggers to behaviours. They quickly introduce one-to-one sessions that reinforce the child's expectations of social behaviour. They expertly distract them to engage in purposeful interactions. This helps them to appreciate positive play with others, while managing their feelings.
- Children are making exceptional progress. Young children experience simple, modelled learning to help develop a confident attitude to experience new skills. Older children are constantly challenged by staff's questions and interactions throughout their play. Staff introduce new ideas through explanations and questions. For example, older children think about a safe process to pick apples off the tree. They think critically as to how to balance on logs, assessing their and others' safety to reach the branch that the apples are on. Staff stand back and give children suggestions to see how they solve this problem.
- The management team works tirelessly to provide an enabling environment for staff. Management expect staff to reflect on their practice every day. Staff have effective support from management to review practice and provide training to enable ongoing improvements to promote children's learning and care needs.
- Parents make extremely positive comments about the staff's support for their children and their families. Staff use additional funding highly effectively to successfully support children and their families from disadvantaged backgrounds. Parents feel that the whole staff team makes a difference to children's well-being, welfare and their ongoing learning and development. Parents feel that their children are extremely ready for school when they leave.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very confident knowledge of the procedures to follow if they have a concern about a child in their care. They attend ongoing training and review their knowledge through regular discussions. Staff have an accurate knowledge of the signs and symptoms of abuse. Robust recruitment procedures are successfully implemented to find the most suitable staff to care for the children attending. Children play in a very safe and secure environment. Staff help children to assess their own safety and encourage them to test their physical capability and confidence with new physical tasks. Children are mindful of other children's safety. For example, they remind their friends to protect their eyes from the sand.

Setting details

Unique reference number	2643104
Local authority	Milton Keynes
Inspection number	10295757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	27
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@ Stacey Bushes registered in 2021. It is one of 11 groups under the same management within the local area. It operates from a community hall in the Stacey Bushes area of Milton Keynes. The setting is open from 8.30am to 3pm, Monday to Friday, during term time. The setting provides funded places for two-, three- and four-year-old children. The setting has six members of staff; five of these hold qualifications at level 3.

Information about this inspection

Inspector

Claire Parnell

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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