

# Inspection of Buttons@brooklands

Brooklands Community Pavilion, Countess Way, Milton Keynes, Bucks MK10 7HN

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Inspection date: 13 February 2024

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|--|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The curriculum that children follow promotes their extensive interest in learning. By promoting children's natural impulse to explore and discover, staff give children the best possible foundations to advance in their future learning. Staff are highly skilful practitioners, whose considered teaching enables children to try, and sometimes be unsuccessful, such as when mixing ingredients together to make dough. By having the confidence to persevere and try again, children build resilience and confidence in their own abilities. Furthermore, children are eager to keep trying, showing their superb tenacity and sheer joy of learning.

Children are confident communicators who approach adults to initiate conversation. They pose questions, guess, and offer ideas, drawing on what they know and understand about the things that interest them. During the inspection, children showed a great deal of understanding about weight and measure. By using a weight, they estimated and compared weight and were able to accurately use their understanding of 'lighter' and 'heavier'.

Children's behaviour is consistently excellent. Children practice rules, such as lining up at snack time. Staff encourage them to share and take turns, and develop their social skills. By understanding expectations, children have clear boundaries that help them to feel safe and secure. In turn, children can moderate their behaviour. Older children are excellent role models, who help the younger children to understand and follow the pre-school routine.

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

- The curriculum is ambitious and well planned. Staff identify precisely what children need to learn, and ensure that they build on what they know and can do already. Staff carefully consider how they develop the environment. They provide activities and experiences that help to shape children's learning. As a result, the staff implement the curriculum exceptionally well, allowing children the freedom to explore and find things out for themselves. In turn, this motivates children to be highly inquisitive and curious in their play and learning.
- Support for children with special educational needs and/or disabilities (SEND) is extremely effective, and children with SEND make excellent progress. Staff are acutely aware of what support children need and tailor the curriculum to meet their needs. Their rapid intervention and close work with other professionals and parents ensures that there is a cohesive approach to supporting children's development.
- Children are highly confident and articulate. They express their ideas and views of the world concisely and with enthusiasm. Children retell their understanding of stories, adding their own views and interpretation of the illustrations. Children

refer to books to find out about things that interest them, such as animals. This demonstrates their superb awareness of the huge benefits of literature.

- Staff recognise that some children do not have homes with a garden where they can play outdoors. They design the curriculum to focus on children having ample opportunities to be physically active and enjoy fresh air and exercise. Trips outside of the pre-school further ignite children's learning and enable them to encounter new experiences. For example, there are mutual benefits of children joining with a community dementia group to take part in physical activities and exercise.
- Key-person relationships are exceptionally strong and staff form close, professional relationships with parents and families. This has huge benefits for supporting children as they settle at the pre-school. The warm and inclusive approach supports all children to feel welcome. Within the pre-school, children show empathy and respect for staff and each other. This creates a happy and productive environment where all children thrive.
- The manager and provider go above and beyond expectations when there is any concern about children's welfare. Their tenacity and confidence to challenge and question ensures that children have the best possible outcomes.
- Vulnerable children are identified early on. Additional funding is used with maximum benefit to provide children with experiences and teaching that help to enrich their learning.
- The provider and manager discuss the importance of investing in staff through promoting and encouraging professional development and career progression. By supporting staff to continue to learn and develop their skills, they remain motivated and enthused by their work.
- The provider is an inspirational leader whose infectious passion and dedication to her work demands only the very best for children. Her uncompromising commitment to sustaining outstanding practice is communicated well to her staff team. All staff share her vision and excel in all aspects of their work. Consequently, this means that children benefit enormously from attending the pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY499838  |
| <b>Local authority</b>                             | Milton Keynes   |
| <b>Inspection number</b>                           | 10312043  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 48  |
| <b>Number of children on roll</b>                  | 71  |
| <b>Name of registered person</b>                   | Buttons Preschools Limited  |
| <b>Registered person unique reference number</b>   | RP901723  |
| <b>Telephone number</b>                            | 07973 158368  |
| <b>Date of previous inspection</b>                 | 18 April 2018   |

## Information about this early years setting

Buttons@brooklands registered in 2016. The nursery operates from a single-storey building in Milton Keynes. It is open each weekday from 7.45am until 4pm, during term time only. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs nine members of staff. Of these, one holds qualified teacher status, one holds a relevant qualification at level 6, two are qualified at level 4, two at level 3 and one at level 2.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

## 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 inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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