

# Inspection of Buttons Preschool

Spurgeons, The Corner, 60 Whitehall Road, Ramsgate CT12 6DF

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Inspection date: 28 March 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The manager and staff work hard to create a fun and interesting environment for children to freely explore. They place an emphasis on ensuring all children are happy and feel safe. A strong key person system works to support children to settle quickly and feel comforted and able to learn. Relationships between staff and children are stimulating and caring. Children often run to staff to greet them and cuddle them. Younger children giggle as staff hold them and sing to them.

Children generally behave well. Staff support them to understand about emotions and being kind to their friends. Staff listen to children about what they find interesting and would like to learn. They incorporate this into their planning which supports children to focus and enjoy the learning. Staff help children to persevere and try new skills by gently encouraging them to try again and keep going. They use lots of praise and children exclaim with joy when they succeed.

Staff have high expectations for all children including those with special educational needs and/or disabilities. They have an inclusive culture, where they are skilled at adapting activities so all children can join in. Staff identify next steps for children's learning that are small and achievable so children often feel a sense of pride and achievement. They focus on supporting older children to be ready to move on to the next stage of their learning journey. Staff consistently encourage children to be independent, confident and to begin to have positive social interactions.

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

- The passionate manager, alongside her dedicated team use regular assessment to plan appropriate activities for children. They plan a curriculum that is well sequenced to support children to build on what they already know. For example, children learn about plants and move on to explore different bugs and their habitats. Children are excited as they explore books with staff to enhance their knowledge of bugs and then try to re-create them using craft materials.
- Children make good progress from their starting points. Staff are good at supporting children to make progress in all areas and to identify any areas of weakness. Staff focus well on communication and language skills. They use books and singing to increase vocabulary and play alongside children to offer new words. For children with speech difficulties, staff are good at regularly using aids to support them, such as communication boards, Makaton, visual cards and simple vocabulary.
- Most of the time staff are good at engaging children to support them to focus well. Younger children giggle as they chase feathers and learn how to blow them in the air and catch them. Older children thoroughly enjoy exploring new fruits and vegetables and identifying them on charts. However, occasionally, staff do

not confidently engage children and identify when they need more challenging learning to extend their knowledge and understanding.

- In general, children behave well. Staff encourage children to share and use good manners. Children understand the routines of the day and follow them well. However, occasionally staff are not consistent with their approach to behaviour management with older children. For example, when staff ask children to stop certain behaviours, they do not always ensure children respond in the right way. Children ignore staff and carry on with inappropriate action. This does not help children to learn and fully understand what is expected of them.
- Children learn about the different cultures and languages represented in the pre-school. Staff use words from children's home language to increase their understanding and help them feel able to express their needs. Parents are happy to share their cultural celebrations and support staff to teach the children about different festivals. Children enjoy sharing pictures and information about their holidays to other countries and sharing their cultural foods.
- The manager and staff work very closely with parents and other professionals. They have good knowledge of local referral processes and ensure children receive timely support when needed. Staff consistently use strategies from other professionals to aid children's development. Funding is spent on resources to ensure all children feel safe and can access the learning. This supports all children to make good progress alongside their friends.
- The manager is reflective and regularly evaluates the care and education provided. Leaders support well to ensure staff have contact and advice from other settings and staff to share best practice. All staff attend regular targeted training to support outcomes for children.
- The manager strives to also support the local community. The manager and staff provide support, such as parenting groups, counselling sessions, toddler groups and a coffee morning where they discuss topics like school readiness. This supports parents and their children's well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **What does the setting need to do to improve?**

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

- strengthen the quality of teaching to ensure that children benefit consistently from engaging and challenging learning opportunities
- support staff to be consistent in promoting behaviour management strategies to help children to learn what behaviour is expected of them.

## Setting details

<b>Unique reference number</b>	2653671
<b>Local authority</b>	Kent
<b>Inspection number</b>	10332971
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	36
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Spurgeons
<b>Registered person unique reference number</b>	2653672
<b>Telephone number</b>	01843 597777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Buttons Preschool opened in 2021 and is one of two pre-schools operated by Spurgeons. It is located in Ramsgate, Kent and opens each weekday from 9am until 3.30pm during term time only. The provider receives funding to provide free early education for children aged two, three and four years old. They employ ten members of staff, seven of whom hold an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Nina Harvey

## Inspection activities

- This was the first routine inspection the pre-school 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 their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector spoke with staff, interacted with children and viewed appropriate documentation.
- The inspector carried out a joint observation with the manager.
- Parents shared their views about the setting with the inspector.

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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