

Inspection of Buttons @ Giffard Park Preschool

Buttons Giffard Park, Giffard Park Community Centre, Broadway Avenue, Giffard
Park, MILTON KEYNES MK14 5PY

Inspection date: 19 June 2025

Overall effectiveness	Outstanding
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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 are happy, safe and flourish in this wonderful pre-school. Children are inquisitive and are immersed in a setting full of rich daily experiences. The provision is well thought out and laid out purposefully, igniting children's curiosity. Children settle quickly, building strong attachments to key persons. Staff empower children through play to be excited and self-regulated learners. Because of this, children confidently explore all learning environments. Children are nurtured and explore highly engaging resources and, as a result, have developed independence in their play. Children participate in various creative and stimulating activities that promote active learning extending their development. For example, children follow recipe cards when making play dough, confidently adding their chosen ingredients, such as paint to colour the play dough and lemon juice for an interesting scent, and are encouraged skilfully by staff of what to do next.

The staff demonstrate high levels of ambition. Children benefit from a highly challenging curriculum that maintains their engagement and supports sustained concentration. Staff's understanding of children has promoted positive attachments, aiding in the effective development of their preferences. For instance, children freely share with staff experiences from outside the pre-school. Highly skilled staff confidently extend children's learning, enabling them to reach their full potential. Children, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities, are supported exceptionally well. Children make significant progress because staff tailor the support that is bespoke for each child.

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

- Leaders ensure that both themselves and their team receive highly effective professional development. Training is prioritised, with opportunities for extended continued professional development such as rattle box and forest school. Both have positively impacted children's experiences. Leaders facilitate effective engagement with staff. For example, staff receive regular supervision sessions and continuous feedback to improve practice. Staff report that their well-being is exceptionally supported by the setting's leaders and the senior leadership team, who regularly visit to monitor and mentor staff development.
- The curriculum is highly effective and prepares children for their next stage of development. For example, children starting school enjoy practising putting on school uniform in the role-play area. The intent and implementation of learning are embedded securely. This is seen as staff use their knowledge of what children know and do when building their learning further. For example, staff support children to use past experiences of planting to explore real food they have grown outside while playing in the role-play area. Children use knives

safely in this area, cutting produce and investigating further by using their senses. Highly skilled staff engage with children during play, using every opportunity as a teachable moment.

- The provider consistently exceeds expectations by creating a welcoming and inclusive environment for all children. The setting enhances children's experiences by organising enriching trips on public buses to the library and supporting cultural activities. Such positive adventures have not only expanded learning opportunities in the setting but have also fostered creativity and imagination in the children. For instance, the children have been inspired to construct their own bus using loose parts, complete with wheels and a steering wheel, and finish by singing 'The Wheels on the Bus' with their friends.
- The setting provides a language-rich environment where communication is embedded throughout all areas of learning. Staff use visual prompts and sign language to support vocabulary development. Children with speech and language needs are quickly identified, and children progress quickly with targeted support, closing learning and development gaps effectively. In forest school, children confidently discuss spices and use sensory language to explore their mud pies and learn rich vocabulary such as the names of the flowers they plant. Parents note significant progress that children who began with limited speech now speak confidently and model language for others.
- Children consistently demonstrate high levels of respect for others, reflecting the exemplary role modelling provided by all staff members. They adhere to the golden rules and understand the impact that their behaviour can have on others. Staff uphold high expectations and promptly and effectively support children as needed. Consequently, children display positive attitudes in both play and learning, together with a strong sense of self. During group time, children listen well to each other as they talk about their emotions and enjoy showing many different facial expressions.
- Staff work in partnership with professionals and are exceptionally skilled in providing tailor-made support, enabling children to achieve their full potential. This partnership approach benefits all children, as evidenced by staff using visual prompts on lanyards to assist with communication and language needs.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY549936
Local authority	Milton Keynes
Inspection number	10398678
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	2 to 5
Total number of places	60
Number of children on roll	52
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Telephone number	07973 158368
Date of previous inspection	5 November 2019

Information about this early years setting

Buttons @ Gifford Park Preschool registered in 2017. The pre-school employs 10 members of staff. All members of staff hold childcare qualifications at level 3 or above, including one member of staff who holds qualified teacher status. The pre-school is open Monday to Friday, during school term time, from 8.30am until 3pm. The pre-school provides funded early education for children age 18 months to four years.

Information about this inspection

Inspector
Laura Hale

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they wanted children to learn.
- The inspector assessed staff's understanding of how to keep children safe.
- Children gave their voice to the inspector as they spoke to the inspector about their play and what they like to do in the pre-school.
- The inspector sampled paperwork, including staff qualifications and paediatric first-aid arrangements, policies and risk assessments.
- Parents shared their views, both in person and through email, regarding the setting and discussed the pre-school having highly effective communication and effective partnership.

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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