

Inspection date	3 April 2019
Previous inspection date	14 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff provide children with a rich, stimulating and exciting learning environment. Children benefit from a huge range of high-quality resources that effectively promote all areas of learning. They are self-confident, interested and motivated, and develop extremely positive attitudes towards learning in readiness for school.
- The manager, together with exceptional support from the directors, has worked extremely hard to raise the quality of the setting since the last inspection. They monitor staff performance rigorously and support staff to undertake extensive training. This has a positive impact on the high-quality standards of the setting.
- Children are extremely happy, confident and settled. Staff have an outstanding knowledge of the children they care for and they consistently promote their individual needs. This means that children feel safe, secure and always welcome at the setting.
- Rigorous systems to monitor and scrutinise individual and different groups of children's progress are used by the management team. Informative data is obtained which enables any gaps in children's learning to be identified swiftly. Early interventions are secured and targeted support for each child is rapidly implemented. Staff work in close partnership with parents and other professionals to provide a seamless approach. This shows how the nursery is working to narrow the achievement gap for vulnerable groups of children. All children make excellent progress from their starting points.
- Parents speak very highly of the setting. They comment on the exceptional progress their children have made and how staff keep them up to date on all aspects of their children's development. Partnerships with parents are highly effective.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Strengths and weaknesses are identified and addressed, and plans for improvement are well targeted and achievable. For example, the manager has recognised the need to continue to monitor teaching and learning to help them maintain their excellent standards.

What the setting needs to do to improve further

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

- continue to monitor teaching and learning and maintain exceptional levels of practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector held a meeting with the manager and company directors. She looked at relevant documentation, such as children's progress records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation of a planned adult-led activity with the manager.

Inspector
Louise Adams

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge and understanding of the referral procedures to follow should they have any concerns about the health or welfare of a child. Safeguarding is given the highest priority and underpins daily practice. The progress of all children who attend is closely monitored to maximum effect. This helps to quickly identify any gaps in children's development and seek external support, if needed. The manager regularly observes staff practice and carries out supervision sessions to manage their performance. Training and professional development opportunities for staff are given high priority. Carefully targeted plans meet staff's individual needs and ensure that there is a positive impact on the learning outcomes for children.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled in providing an inspirational range of resources and activities to enthuse and engage children in their learning. All children demonstrate a high level of engagement in activities. For example, children are thoroughly engrossed in their play when they explore a tray filled with bottles, coloured water, foam and herbs. Children learn using all their senses and develop their natural sense of curiosity. Staff support children's mathematical development exceptionally well. This is demonstrated through children showing an excellent awareness of shapes, colours, numbers and size during daily activities. Some children learn more complex mathematical skills, such as weight and quantity, as they make cereal nests. Staff have consistently high expectations of all children. As a result, activities are inclusive and challenging for children of all ages.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. They are exceptionally well mannered and are kind and helpful towards staff and each other. Children's physical development is well supported. They discover the properties of healthy foods as they chop, mix and smell fresh vegetables and herbs to make their own soup. Children demonstrate high levels of independence as they manage their own personal care needs and dress themselves for outdoor play, in readiness for school.

Outcomes for children are outstanding

Children of all ages are developing an excellent range of skills they require for the next stage in their learning, including starting school. Staff teach children to recognise their names and develop an understanding of letter sounds. This has a significantly positive impact on children's literacy skills, preparing them extremely well for future learning. All children consistently make high rates of progress, including those whose capabilities are below expected levels of development for their age.

Setting details

Unique reference number	EY495178
Local authority	Milton Keynes
Inspection number	10076572
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	2 - 4
Total number of places	24
Number of children on roll	31
Name of registered person	Buttons Preschools Limited
Registered person unique reference number	RP901723
Date of previous inspection	14 April 2016
Telephone number	07973 158368

Buttons@Westend registered in 2015 and is situated in Wolverton, Milton Keynes. It is open Monday to Friday from 9am to 3pm during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs six staff, five of whom hold relevant qualifications at level 3.

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