

Iver Village Pre -School

Inspection report for early years provision

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Inspector Gail Robertson

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Iver Village Pre-school first opened in 1981 and registered in 1997. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the community rooms in the grounds of Iver Junior School. The setting may care for no more than 32 children from 2 years to under 8 years; of these not more than 32 may be in the early years age group at any one time. The nursery is open each weekday from 9am until 3pm during school term times. The times that children can attend are flexible. All children share access to a secure enclosed outdoor play area. There are currently 61 children aged from two to under five years on roll. Of these 44 children receive funding for nursery education. Children attend from the local surrounding area. The nursery currently supports children with special educational needs and/or disabilities, and children with English as an additional language. The nursery employs 11 staff ten of whom work directly with the children and one is the administrator. Of the ten, two hold national Vocational Qualification at Level 3, seven hold Level 2 and one is unqualified. There is disabled access to the building but no disabled toilet facilities inside. The pre-school is privately owned and individually run and has links with the host and village infant school and the Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good pre-school. Children really enjoy their time here and they progress well but the most able could be challenged further. There are so many opportunities for every child to learn about the world around them. Children are safe and thrive because staff know their needs and interests. The motivated manager and staff have a shared vision and a high commitment to get better. Every child here matters and everyone is unique.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- involve the children in the daily risk assessments so they learn how to keep themselves safe.
- make certain the most able children are challenged through open questioning and planned activities.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear awareness of safeguarding issues and the procedures to

follow if they have any concerns about the welfare of a child. Policies and procedures for safeguarding are accessible to staff, parents and visitors ensuring everyone is clear about how the preschool acts to keep children safe. Robust appointment and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. The premises are safe with a secure access system. Visitors must sign in and out and the daily risk assessments are completed to minimise potential hazards. These are carried out long before the children arrive so children are not learning what to look for to keep themselves safe. There are regular checks of cleanliness and hygiene throughout the day. Every staff member holds a current first aid certificate and some have basic food hygiene qualifications to make certain children are well cared for and safe. Children's medical needs and food allergies are recorded and on display for all staff to be aware.

The staff are active in their promotion of anti-discriminatory practices to ensure every child is included throughout the sessions. They are treated as individuals because the staff know them and their families very well. Staff help children to have a growing awareness of their differences through posters, toys, books and other resources. They learn that differences are to be celebrated.

The manager and deputy have a clear vision of making the setting an outstanding place for children to come and learn. They involve all the stakeholders in the evaluation process. There are regular staff meetings where a wide range of topics are discussed so the manager can identify where and how to develop the provision. Many improvements have been made since the last inspection including the recommendations from the previous report.

The pre-school has established good relationships with the infant school because the manager recognises the importance of these links to enable a smooth transition to the school. Partnership with the host school and children's centre is equally as strong and well-cultivated. The local authority offers advice which the preschool acts upon and it welcomes support from medical and educational professionals. There are strong links with the local community to help increase children's awareness of the wider world.

There is a wealth of good resources for the children to use inside and out. These are well maintained and organised to promote children's learning. Resources are at children's height to allow them to be independent and able to select their choice of resource to use. Staff are well deployed to ensure children are properly supervised at all times.

The pre-school has outstanding links with the parents and carers. They spoke highly of its work with their children. Parents and carers are encouraged to attend parents' and carers' meetings and they said how valuable they found these meetings. Parents and carers receive informative newsletters, daily news is written on the outdoor board. They reported that the preschool is a 'wonderful place for children'.

The quality and standards of the early years provision and outcomes for children

The pre-school is visually welcoming. The inside is attractive and cosy just right for children. They have helped to make the room feel welcoming with their bright colourful paintings that are proudly displayed. Outside, is a marvellous area for children to use their imagination and curiosity. Children are active and inquisitive learners and this helps them to gain appropriate skills for the future. Information is obtained from parents and carers before children start to ensure their particular interests and needs are met. Eager children wait patiently to start the day. They self-register although the label only has their first name on it, not stretching those who may be able to identify their surname. As soon as they have helped to put up the date and completed the weather labels, they are off. Some begin working on the construction toys finding the pieces they want. Quickly, children become absorbed in learning and progress rapidly. Others get into role-playing in the home corner, dressing up into a character. A group want to try out writing and counting the toys but many start outside. They love the physical challenge on the climbing frame and wheeled toys. They work in the garden and harvest the potatoes they planted. There is excitement as they pull up the plants but opportunities are missed by staff to challenge the most able to find out more about the plants and compare, for example which had the most potatoes or even find the largest and smallest.

While children are working, adults engage children in conversation about their tasks asking open question to get them to think critically to solve problems. There is a good balance between child-chosen tasks and staff-led activities. Staff observe children's working and record significant developments to put into the learning records. These are the story of the child's achievement and progress and contain photographic evidence, their work and some parent and carer contributions. The key worker analyses the records to gain an overview of the progress and children's future learning and development needs. Children enjoy being praised and respond well to all the adults. Their behaviour is very good as this is what the staff expect. Staff talk gently to the children if a disagreement occurs and help sort out any problems.

Children have an outstanding understanding of healthy lifestyles. They know that they must wash their hands before eating and after work in the garden. They have excellent personal routines and hygiene practices. Staff praise children for making the right choice of food to keep their bodies healthy and their teeth in good order. Children know why exercise is important, to have a drink when thirsty and to rest when tired. Today, there is an extra snack treat as they enjoy the potatoes. 'Lovely' said one taking another. Children are clear about how to take care of themselves and each other. However, they are not involved in the daily risk checks and so learning further how to keep themselves safe. Children enjoy being here. They learn how to be part of a group and the responsibilities they have to the group. They develop an understanding of how they can contribute to the wider community, for example through visiting senior citizens and singing to them at Christmas time.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met