

# Speen Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY256882

**Inspection date**

18/10/2011

**Inspector**

Sonjia Nicholson

**Setting address**

Speen Village Hall, Studridge Lane, Speen, Princes  
Risborough, Buckinghamshire, HP27 0SA

**Telephone number**

01494 488160

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Speen Pre-School is managed by a committee. It opened in 1970 and operates from the village hall in Speen in Buckinghamshire. Children from the village and surrounding areas attend for a variety of sessions throughout the week. The pre-school is registered on the Early Years Register to provide care for a maximum of 20 children at any one time. There are currently 20 children on roll and the pre-school receives government funding for nursery education. The pre-school is open each weekday during term times only from 9.15am to 12.15pm. They offer an optional lunch club from 12.15pm to 1.15pm on Monday, Tuesday and Wednesday and early sessions from 8.45am to 9.15am on Monday, Wednesday and Thursday. The premises consist of a hall used for play and activities, toilets for boys and girls and a kitchen, which is out of bounds to children. There are enclosed areas available for outdoor play and the pre-school has use of a field a short walk away. The committee employs seven staff to work with the children, six of whom hold childcare qualifications to level 2 or 3. The Leader is currently studying for a foundation degree. The setting is a member of the Pre-School Learning Alliance and receives support from Buckinghamshire Early Years and Childcare Service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this welcoming setting. Their welfare, learning and development needs are promoted soundly overall. However, information is not fully shared with other early years professionals and gaps in observational assessments mean children's progress is not consistently promoted. Satisfactory partnerships with parents help to promote children's individual needs. The pre-school does not fully evaluate all areas of practice equally but shows a sound capacity overall to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- share relevant information with other practitioners so children receive a consistent and coherent learning experience
- match observations to the expectations of the early learning goals and use these observations and assessments to identify learning priorities and plan motivating learning experiences for each child
- devise and implement an effective system of self-evaluation in order to identify and prioritise the changes that will improve outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Staff have a basic understanding of safeguarding procedures. They recognise the need to attend further training in order to update their current knowledge. Risk assessments have been completed to highlight potential hazards. Safety measures, including securing radiator covers and a latch on the kitchen door mean children play in safe surroundings. Staff are particularly mindful during outings where all children hold onto a long rope as they undertake a nature walk or make their way along the narrow lanes to reach their play area. The premises are secure and children are collected safely by known adults. Visitors are requested to sign the visitors' book and wear a badge so they are easily identified. Accidents involving children are dealt with by staff who have all undertaken first aid training.

Self-evaluation procedures are satisfactory. The current committee and staff team are aware of some areas of practice that need to improve and are liaising with local authority professionals in this respect. They have yet to implement an effective system of self-evaluation in order to identify and prioritise how they intend to secure changes to improve outcomes for children. This is particularly pertinent to all aspects of planning, observation and assessment where there are few links to the early learning goals.

There is a sufficient range of toys and resources available to provide children with a variety of activities. Staff are soundly deployed throughout the session to ensure children are supervised and supported in their learning at all times. They recognise children as individuals and know them and their families well. Many children talk about their home lives and family members, for example, as they discuss their grandparents. Children are beginning to understand diversity through planned activities and resources, for example, the dolls from different ethnic groups in the role-play area. The committee are actively engaged in organising events to strengthen relationships with parents and raise funds for the pre-school. Links have previously been fostered between the pre-school and other early years settings. However, there is currently no clear system in place to exchange information to help children receive a consistent learning experience. Staff do however, receive good support from local authority advisors to help support children's learning.

Parents and carers are happy with the service provided. Those spoken to during the inspection say their children are happy and settled. They feel the pre-school offers a warm welcome to both children and parents, think staff are approachable and like the variety of activities offered. Parents know who their child's key person is and feel the feedback given about their child's progress is good. Several parents who are also committee members state the committee is strong as the chairperson is particularly efficient at communicating with them all. Parents are provided with a selection of information about the pre-school, for example, on notice boards and through the pre-school's website. The partnership with parents promotes children's learning and development soundly.

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

Children are busy and interested in their surroundings. They demonstrate that they feel safe as they move confidently around the familiar environment relating well to adults and one other. Children practise the evacuation drill on a regular basis so they know how to leave the building safely in the event of an emergency. The daily routine encourages children to develop their confidence and independence, for example, many are able to find their own coat, put it on and fasten it. Children select their own snacks and help to collect the plates and beakers. Throughout the session, they self-select resources from trolleys set out around the hall. Many children feel secure enough to stand up and sing a known nursery rhyme or song to the others in the group and enjoy the praise offered afterwards.

Children generally play well together but sometimes need reminders from staff to listen attentively or modify their behaviour, for example, when sitting together in a large group. Children have opportunities to develop good physical skills as they play outside in the enclosed area, go for walks around the village and play on the large equipment in the play area. Here they have great fun running freely, climbing and jumping. As they go on walks, they learn about their environment and meet local residents.

Children take part in a variety of adult-led activities and have opportunities to make choices about what they want to do. For example, several children ask for the new wooden dolls bunk beds in the role play area and this sparks some lovely imaginary play where they 'cook' and eat a meal together. Children have the opportunity to attend a weekly French lesson where they practise new vocabulary, develop their listening skills and play simple games. Children attending the optional lunch club enjoy physical education and music and movement sessions where they gain further physical skills.

Children adopt good hygiene routines, for example, as they follow picture prompts to wash their hands. The food provided at snack time offers children a nutritious balance of fresh fruit and vegetables including oranges, apples, cucumber and carrots. They also enjoy options, such as, breadsticks and cream cheese. Water or milk is offered and a jug of water is available throughout the session for children to help themselves. Children enjoy having stories read to them and have access to a range of fiction and non-fiction books to develop their communication and language skills. The children are beginning to use and understand mathematical language, for example, as a child describes a ball of play dough as 'massive!' Children count freely, for example, as they sing number songs and rhymes to 10 and count how many children are on the mat. The range of experiences provided for children help them develop skills for their future learning. Given their starting points, records show that some children are making satisfactory progress in their learning and development. Not all records have been updated, although staff make regular observations and assessments of children's learning. There are currently no clear links to the early learning goals which means staff are unable to clearly highlight the gaps in children's learning and plan fully effectively for their individual

needs.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



