

Village Centre Pre-school Partnership

Inspection report for early years provision

Unique reference number

EY260329

Inspection date

15/07/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

The Village Centre Pre-School Partnership has been open over 30 years. It is a privately managed group. The pre-school operates from the hall in the Village Centre building in Holmer Green on the outskirts of High Wycombe. They have use of a large hall and two other rooms plus kitchen and cloakroom facilities. There is an outside play area. A maximum of 40 children may attend at any one time. The pre-school is open each weekday during school term from 9.15am until 12.15pm.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered for no more than 40 children in the early years age group, of which, no more than eight may be under three years of age. There are currently 24 children on roll. This includes three and four year old children in receipt of funding. The pre-school serves the local surrounding area and children attend for a variety of sessions. The pre-school welcomes children with special educational needs and/or disabilities and children for whom English is an additional language.

The pre-school employs seven part-time staff and of these the manager and deputy, along with four other staff, hold appropriate childcare qualifications. The other member of staff is working towards her qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children's welfare is promoted effectively. The pre-school has acted upon the recommendations set at the last inspection and has a clear vision for their future priorities. There are good partnerships with other agencies and parents and this means that overall children make good progress developmentally in relation to the starting points.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to play and develop making more use of the outdoors for all areas of learning
- enhance children's knowledge of their wider world by providing more opportunities to investigate change and ask why things happen, be curious and link experiences, and use simple tools and techniques.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of the Early Years Foundation Stage framework and work well with one another to enhance the lives of the children they care for. They plan effectively to ensure that all groups of children have the opportunity to achieve. Policies and procedures which help to keep children safe and protect their welfare are effectively in place and are shared with parents. Staff understand their responsibilities and children are safeguarded well. Risk assessments are rigorous and procedures are shared with parents. All staff complete and update safeguarding children training regularly. They are aware of the procedures to take should they have any concerns about children they are responsible for. Registers, accident and incident records as well as medication is appropriately recorded. Parents are made aware of the role of Ofsted as the regulatory body. There are effective procedures in place for recruitment, vetting, training, and staff development.

The leadership team consistently communicates high expectations to staff to stimulate their enthusiasm and all staff are provided with responsibilities to enhance their own development. Consequently, the outcomes for children are good. Staff are deployed well and all resources are in good condition and suitable for the age and development of the children attending. Children can access their toys easily and take part in the planning of daily activities. The hall is set up well and covers all areas of learning which means that the environment is therefore, conducive to learning. Equality and diversity is actively promoted. Staff understand children's individual backgrounds and needs. They make the most of diversity to help children understand the society they live in, the similarities and differences of others. Children understand about culture through hand-made dressing up clothes, puzzles, books and small world play. Partnerships with others including the local authority, speech and language professionals, community groups and local schools are established and effective. Parents are very positive about the staff who care for their children. The pre-school asks parents for their views and ensures these are used to inform important decisions about their provision. There are clear channels for parents to communicate with staff. The pre-school has met all of the recommendations set at their last inspection and have effectively evaluated their strengths and areas of minor weaknesses.

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

The pre-school is very welcoming. Children are therefore, happy, confident and settled. Staff understand the framework of the Early Years Foundation Stage and plan effectively for children's individual needs. Key person staff plan for children along themes which children enjoy. Development records for each child inform staff of children's progress for each area of learning and therefore, staff have a clear understanding of any gaps in learning whilst being able to plan in order to support children's next steps. Children's progress is shared with parents and

reports give a clear picture of children's development as they progress towards the early learning goals. Children play well not only on their own but in small and larger groups also and are motivated and interested in a broad range of activities. The outdoor area is less well used and planned for however, than the indoor environment, and the pre-school have had issues in how they access the outdoors. The pre-school is addressing new ways to approach how to enhance children's development, play and learning using the outdoors. Children have opportunities to progress in communicating, literacy and numeracy skills. They are becoming independent and inquisitive learners. Adult-led planned activities provide opportunities for children to learn more about knowledge and understanding of the wider world; however, these activities are not extended enough and resources for group learning are not always sufficient. Children enjoy these however, especially when conducted outdoors and the staff are already considering ways of how to enhance children's learning about how things work, change and adapt, for example, so that children can become more curious and confident to explore.

Children have fun. They are well behaved and show respect to staff, their friends and their surroundings. Personal dolls provide support to children to explain their feelings and take comfort; but are also an excellent resource to extend home-school learning, which children thoroughly enjoy. For example one of the dolls has shared holidays in Greece and Weymouth, been to work and helped decorate the Christmas tree. Children feel safe and show a sense of belonging to their pre-school. They have started to understand about how to keep themselves safe through fire drills, visits from the fire service, the police and by sharing the routines of the pre-school. All children show awareness of good hygiene routines. Before making cakes for the cake sale later that morning, children go off to wash hands. They enjoy healthy lunches and enjoy opportunities to play outside. Children understand about sharing and taking turns and therefore, learn to respect one another and accept one another's differences. They are also happy and confident to talk to the group and share their thoughts, which builds their self-esteem.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children make a positive contribution	2
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