

The Village Pre-Schools

Tylers Green methodist Church, Coppice Farm Road, Tylers Green, Penn, Buckinghamshire, HP10 8AN

Inspection date	12/07/2013
Previous inspection date	17/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Teaching and learning in this pre-school is strong in most areas as staff have a good understanding of the learning and development requirements.
- Staff are enthusiastic and supportive and children show all the characteristics they need to make good progress in their learning.
- The pre-school is inclusive; children build confidence and a sense of themselves as individuals. They learn about their own cultures and those of other people around the world.
- Children learn to express their feelings and empathise with the feelings of others. They are learning to be polite towards others and share resources.

It is not yet good because

- Procedures to record and inform parents/carers of accidents are not sufficiently rigorous to ensure parents/carers have the information they need to monitor children after they have left the pre-school.
- Children's physical development is not sufficiently planned for and children that are more able are not challenged or encouraged to build confidence on large climbing equipment or apparatus.
- Although children learn about hand washing routines, they are not learning how to prevent germs from spreading, which does not promote children's health effectively.

- Children's initial assessments are not sufficiently planned for because parents' contributions are not fully valued.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities with staff.
- The inspector spoke to parents.
- The inspector looked at a sample of children's learning and development records and records related to accidents, ratios and safety.
- The inspector read and analysed the pre-schools self-evaluation prior to the inspection taking place.

Inspector

Carolyn Hasler

Full Report

Information about the setting

The Village Pre-Schools first opened in 1965. The pre-school operates from a large room, a smaller room, an entrance hall and a secure outside area in the Tylers Green Methodist Church. The pre-school welcomes children from the local area and from further afield. There are currently 46 children on roll aged from two to four years of age. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school currently supports children with special educational needs/or disabilities, and those who learn English as an additional language. The pre-school opens five mornings a week from 9.15am until 1.15pm. An extended session is offered on Monday, Tuesday and Wednesday until 2.15pm and on Thursday and Friday until 1.15pm during term time only. There are seven members of staff and three regular bank staff who work with children. All permanently employed staff hold relevant early years qualifications, ranging from level 2 to level 6. The pre-school is accredited with the Pre-school Learning Alliance and registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a written record of accidents or injuries and first aid treatment. Inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.
- improve the educational programme for physical development by challenging more able children with large play equipment and helping children learn about their own health.

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

- improve engagement with parents to support them in guiding children's development, for example, by encouraging them to contribute to children's initial assessments.
- strengthen procedures for promoting children's good health, for example, by finding more effective ways to reduce the spread of infection during their hand washing routines
- extend the self-evaluation process to enable more effective reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children at this provision enjoy a balance of both adult-directed and child-led learning. They are able to move freely between quiet and busy spaces. Access to an outside area gives children more room to explore open space and investigate learning on a different scale. Specific learning takes place in designated areas. This helps children make simple choices about what they want to play with. In addition, it encourages them to move around the environment between the different learning areas. Staff teach children by example; they use language which encourages children to think about the problem and work out the answer. An example of this is helping children identify the features of a pirate in order to put together a pirate puzzle. Staff are interested in children's home lives and encourage conversations around activities children do with their parents.

Children show good levels of self-esteem. They are inquisitive and engage in learning, both on their own, in small groups and with the support of staff. The computer and other

technical toys, such as metal detectors, are particularly busy. Members of staff help children work out how to use equipment, building children's confidence in using technology. Children are building the skills they need for school. They are working on phonic sounds and are learning to recognize the letters within their own names. Counting and mathematical concepts are blended well within everyday activities.

Staff have a good understanding of child development and the different areas of learning. They are confident and deliver teaching with enthusiasm. Overall, they work well with parents, engaging them in conversations about development and sharing the responsibility to support learning between home and the pre-school. However, staff are less consistent working with parents initially to establish what children can do when they first start. This means that starting points for learning are less clear. Overall, staff challenge children's learning through the targets they set. Planning takes account of children's wishes through a visual aid choice board. This helps staff follow children's current interests. In this provision, children make progress in their learning in most areas.

The contribution of the early years provision to the well-being of children

Children settle into this provision because staff encourage parents to visit with children and talk to parents about children's interests. Parents are encouraged to help out at the pre-school, helping families feel welcome and part of the community. There is an emphasis on children having a sense of self and their own importance. Parents are encouraged to share photos, and learning or play resources from home to help children feel comfortable within the pre-school. This is particularly helpful for those families from minority backgrounds. Special days celebrating the cultures of different children who use the pre-school help children to understand their differences and similarities. Children are learning to be polite, kind towards each other and use good manners. They are encouraged to share their feelings and recognise the feelings of others. Staff show them through example, how to behave towards each other and children have responded well towards this. They are learning to build friendships and share resources. They manage their own behaviour well and understand how to use tools and resources safely.

The planning for health and physical development of children is adequate. Children have lots of space to move around in. They are physically active, using resources such as scooters, rockers, giant balls and hula-hoops. However, these resources do not challenge their physical development. For example, children have no large apparatus or climbing frames to build their confidence and help them take calculated risks. Staff do not give children consistent messages about hygiene and how germs spread. Although, children learn to wash their hands after toileting and before snacks, they all share a towel. This means that illness and infection is likely to spread more easily around the setting. Overall, children are independent and show competence in seeing to their own personal care needs. Snacks at the pre-school are healthy and nutritious. Children have the opportunity of trying new tastes. In general, they are building an awareness of how to live healthy lifestyles through being active and eating healthily.

Children who are leaving to go on to school are learning about change. Teachers from

their new schools have visited and talked about school life. They have scrapbooks and photos about their new school. The role-play area includes dressing up in school uniforms and reading bags. Preparation for nursery leavers is focused and helpful, building children's confidence to face change.

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

The leadership and management team have a good overview of the curriculum and how it is delivered. They understand the strengths and weaknesses within the team and deploy staff appropriately to support children and each other. The staff team is well established and their work is consistent. Planning takes account of children's interest and challenges what children know in most areas. Assessments including the two-year check and the pre-assessment of children who are leaving are precise and well prepared. Staff share with parents and other professionals what needs to be done to help children move forward in their learning.

The inspection was brought forward following concerns raised about issues relating to safeguarding children, which included the reporting of children's accidents and informing parents of these. Evidence gathered at the inspection finds there are no concerns regarding the majority of the issues relating to safeguarding children and therefore children are safe. However, the inspection found that the concern relating to a child's accident did take place and parents were not informed of that accident, which does not follow the pre-school procedure. Evidence also found that on occasions, other parents have not been informed of their children's accidents which occurred on the premises. This is a breach of requirements. Consequently, children's health is potentially put at risk as parents and carers lack the information they need to monitor children's condition and respond accordingly. As a result of the inspection findings, the provider is required to take further action, as they are not meeting these aspects of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register.

Overall, staff understand their duties and responsibilities to safeguard children. They are able to demonstrate verbally their understanding of the child protection procedure. This includes whistle blowing procedures and the use of mobile phones and cameras in the pre-school. The premises is secure; visitors are challenged and monitored. Ratios of staff to children are overall good. However, the supervision of children is not consistently rigorous, for example, with regard to watching children after accidents or injuries and monitoring their condition.

The self-evaluation process takes account of the views of staff, parents and children. The leadership and management team have identified areas of strength and some future areas for development and made clear improvements from the last inspection. However, self-evaluation is not robust enough to clearly identify weaker areas of practice, such as the weaknesses found in the accident procedures.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register).
- keep a record of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY242863
Local authority	Buckinghamshire
Inspection number	926058
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	46
Name of provider	Penn & Tylers Green Residents Society
Date of previous inspection	17/10/2011
Telephone number	01494 817 093

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

