

Iver Village Pre -School

High Street, Iver, Buckinghamshire, SL0 9QA

Inspection date	24/03/2014
Previous inspection date	10/07/2013

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		3
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 requires improvement

- Staff form secure relationships with staff children, so children are content and settled at the pre-school.
- Staff provide a suitable range of activities and resources and generally plan appropriately for children's learning and development, which helps children make sound progress.
- Staff teach children how to behave, so children develop sound social skills, behave well and learn to share and take turns.
- The management team now has suitable processes to improve the provision for children through taking account of the views of staff and parents.

It is not yet good because

- Monitoring systems to check the quality of teaching do not pick up inconsistencies in the way individual staff assess children's progress.
- Staff do not always provide parents with most recent information of children's activities and progress, to keep them up-to-date and fully involved in their children's learning.
- At times, staff miss opportunities to reduce noise levels which affect children's ability to concentrate.

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 looked at the play environments, observed the children at play and the staff's interaction with them.
- The inspector discussed practice with the manager and staff.
- The inspector carried out a joint observation with the deputy.
- The inspector sampled records and documentation, including children's progress records.
- The inspector spoke to a number of parents to gain their feedback about the pre-school.

Inspector

Tracy Bartholomew

Full report

Information about the setting

Iver Village Pre-School first opened in 1981 and registered with Ofsted in 2001. It operates from the community rooms in the grounds of Iver Junior School. The pre-school and is run by the Iver Village Pre-School Committee. All children share access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday for sessional and full day care from 9am until 3pm during school term times. The times that children attend are flexible..

There are currently 57 children aged from two to under five years on roll. Some children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school committee employs eight staff. Seven members of staff hold an early years qualification. There is disabled access to the building but no toilet facilities for those with physical disabilities.

What the setting needs to do to improve further

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

- improve monitoring of staff observations of children's learning to ensure that all staff assess children's progress consistently across the seven areas of learning in relation to children's ages and stages of development and use this information well to plan the next steps for each child's development, keeping parents fully informed and up-to-date with their children's progress while doing so.

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

- help children to concentrate well, such as during activities and daily routines by monitoring the noise level and finding ways to reduce this level when necessary.

Inspection judgements

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

Children show they enjoy their time at the pre-school. Overall staff help children to make steady progress in their learning and development. Children with special educational needs and/or disabilities benefit from suitable teaching. The special needs co-ordinator has an appropriate understanding of her role. She seeks additional support for the children to encourage their progress and meets their individual needs accordingly. The management

oversee the implementation of a 'key person' system which helps the children to feel emotionally secure because each has someone who takes a special interest in them and their family. Staff are aware of their key children's development, but not all key persons assess children's ongoing progress well to securely identify what children need to learn next across the different areas of learning. Some staff are better than others at analysing and recording their observations of children which means there are inconsistencies in the highlighting and planning of children's next steps in learning. Despite this drawback, all staff have a suitable understanding of their role in undertaking the progress checks for two-year-olds which they do. These checks are shared with parents and staff encourage parents to contribute their comments to these. This process promotes suitable partnerships between the staff and parents, which in turn supports the children's individual needs and learning.

Staff provide children with activities and play experiences that cover all areas of learning; overall the quality of teaching is sound. Children's communication and language skills develop because staff talk to children during their play and discuss what they are doing. This interaction helps children to put words to their actions, so developing their vocabularies. For example, when choosing to play 'hairdressers' the staff member encourages conversations and repeats and explains words, such as 'clips' and 'hair strengtheners'. Staff extend communication and language through singing sessions and story times too. Staff engage children well in these activities and ask a good range of questions to help children learn to listen and to think, which are useful skills for the next stage in learning.

Children enjoy exploring an appropriate range of activities that staff plan in order to develop children's hand skills in preparation for learning to write. Children are taught to use scissors competently and to handle glue spatulas when creating pictures. Staff provide children with a wide range of materials to support their efforts at early writing, such as sand, lentils and rice in which they make marks and patterns with their fingers.

Systems to encourage parental involvement in children's learning are in place. Parents state they are happy with the pre-school, and comments received at inspection are very positive. Parents' evenings go some way towards keeping parents informed of their child's progress; questionnaires help parents to feel that their views matter and that they are involved. However, there are inconsistencies in the frequency in which information is relayed to parents so some are not kept as up-to-date as others. This means they are not so aware of how to support their children's learning at home.

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

Staff and children form good relationships. These have a positive impact on their self-confidence and sense of belonging. Children benefit from a well-planned introduction to the pre-school. This enables staff and the child's key person to get to know children and parents prior to entry. Staff provide a suitable number of settling-in visits to the children. This process aids children's move to the pre-school and helps them feel comfortable when they start, so they are confident to play.

Staff are kind, caring and softly spoken, all of which has a positive effect on children's social skills and behaviour. Children behave well and know what is expected of them. They learn to share and take turns as they play, for example. Overall, children demonstrate suitable levels of confidence and have formed friendships. Staff teach them to take care to avoid hurting one another, such as by avoiding collisions when climbing on the adventure playground equipment in the garden.

The staff make sure the pre-school environment is safe and secure, and they provide children with a routine, which the children know well. These actions all support children to feel emotionally safe and comfortable in the pre-school, which aids their confidence. The premises are clean and well furnished with suitable furniture and equipment. Children access a variety of age-appropriate resources in the spacious environment. Sometimes children become excited while using these and noise levels rise which sometimes disrupts other children's concentration. A well-equipped garden is available for the children to play in. Staff implement appropriate procedures for the administration of medication and the recording of accidents to help safeguard children's welfare.

Staff teach children how to live healthy lifestyles. They provide children with a variety of healthy snacks and staff sit with children when they eat to discuss these, while promoting social skills at the same time. The staff teach children to pour their own drinks and expect them to collect their lunch boxes when needed, which supports their independence and promotes their readiness for school. Staff encourage children to develop their personal independence too, such as how to use and dispose of tissues.. This helps the children to developing appropriate self-care skills in readiness for their transfer to school.

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

The provider complies with the safeguarding and welfare requirements of the Early Years Foundation Stage. The pre-school has undergone significant changes over the last year, which have resulted in good team work overall and improved provision for children. The leadership team has worked hard to address the previous inspection's findings. Progress has been made on all the previous actions set, so that requirements are met. However, one action relating to the learning and development requirements needs further work so there is more consistency in the assessment system and its use in planning across the staff team. Management now has and implements systems to monitor staff practice and suitability through undertaking supervision meetings, peer-on-peer observations and regular staff meeting. These all help the manager to identify the staff's professional development needs, check their on-going suitability to work with children and enable her to guide the staff's practice suitably. All required policies and procedures and additional policies to promote good practice are in place. These include safeguarding, equal opportunities and settling-in procedures.

Staff carry out suitable safety checks each day to promote children's safety at the setting securely. They all know of the procedure to lock away their mobile phones and remind

visitors of this policy when they arrive. Staff have a secure understanding of how to safeguard children and are fully aware of the signs and symptoms which would give them concern. They have a secure understanding of their responsibilities to protect children and understand the procedures to take should they have a concern about a child or another member of staff's practice. Risk assessments help to ensure staff identify and manage potential risks to keep children safe.

The pre-school committee employ a suitable level of qualified staff. Staff are well deployed to meet the needs of the children attending. The leadership team steadily evaluates the provision's strengths and weaknesses and includes staff and parents in this process. This shows that the pre-school management shows ability to drive improvement.

Staff develop secure links with other professionals involved in children's care and make suitable links with the local school to help children prepare for moving to school. These processes suitably promote continuity of care between working professionals and the children's readiness for the next stage of their learning..

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	108027
Local authority	Buckinghamshire
Inspection number	960351
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	57
Name of provider	Iver Village Pre-School Committee
Date of previous inspection	10/07/2013
Telephone number	01753 654859

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

