

The Wendover Pre-School

Memorial Hall, Wharf Road, Wendover, Aylesbury, Buckinghamshire, HP22 6HF

Inspection date	20/10/2014
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are highly skilled at supporting and extending children's learning experiences. As a result, all children, including those with identified needs, make excellent progress.
- Staff interactions with the children are exemplary and help to make an exceptional child-led environment.
- Staff maintain highly successful strategies help to engage all parents towards the superb quality of learning for all children.
- Staff make impressive use of the environments, indoors and outdoors. This helps children to explore the environment and make their own choices.
- Strong leadership and a well-established team lead to a well-organised and efficient service.

It is not yet outstanding because

- Staff provide healthy snacks of fruit and vegetables but they do not always explain to children why it is important to eat healthy foods.

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.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the provider and manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

The Wendover Pre-School was established in 1969 and registered at its current premises in March 2005. The pre-school is run by a manager and the parent committee. It operates from the meeting room at the Wendover Memorial Hall. Children have access to a secure and covered garden area. The pre-school receives funding for early education for two-, three- and four-year-olds. It is open each weekday during term times. Sessions are from 9am to 12 noon. The pre-school is registered on the Early Years Register. There are currently 27 children on roll. There are seven staff members, of whom six hold relevant childcare qualifications. The pre-school is affiliated to the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- increase the opportunities to learn about healthy eating even further, during snack times in particular.

Inspection judgements

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

Staff are highly skilled at supporting and extending children's learning experiences as they have an in-depth knowledge of all seven areas of learning. They use everyday opportunities to develop and extend children's learning. Children thoroughly enjoy choosing activities as they move between the indoor and outdoor environments, which are extremely conducive to learning. For example, children dressed in high visibility jackets use pretend tools such as hammers to fix furniture and for building work around the premises. Staff provide them with extensive resources such as safety signs to enrich their communication and language skills. They teach them what the signs mean and how they keep us safe. Staff use very skilful questions to encourage the children to think and respond with their own ideas. For example, children built towers with grates and when they became unstable staff asked, 'What's happening?' This encouraged the children to give their ideas of how to stop the towers from falling down.

Children have excellent opportunities for daily physical exercise because they have access to the outdoor areas at all times throughout the day. Resources are all easily accessible to the children. Staff give children time and encouragement to pursue their own interests and be active in their learning. As a result, children become deeply involved in their chosen activities. For example, after children listened to a story they used puppets to represent characters. They enthusiastically moved around the room and garden to re-enact the story. This helps them to build control over their movements as they coordinate the

puppets.

Staff interactions with the children are exceptional. They all show a real interest in the children, listening attentively and showing them that they value what they have to say. Staff constantly ask the children for their ideas and their preferences in play. This helps to make exemplary environments which are child-led. Staff provide unlimited opportunities to develop children's early literacy skills. They supply all areas of the premises with books and picture labelling. They plan rich and highly stimulating activities for the children to encourage them to practise early writing skills. For example, pens are attached to toy cars and children drive them across large sheets of paper to draw shapes and lines. Children are extremely enthusiastic as they take part in mixing up ingredients to make paints, which they use to create their own pictures on easels. Staff meticulously teach children the initial letters and sounds of familiar objects and names. This helps children to use the correct pronunciation of words and begin to recognise familiar letters. This all helps them to prepare towards their move to school.

Staff use innovative experiences to enrich children's understanding of the world. They have developed inspiring relationship with another preschool in Uganda. They share photographs of routines, environments and resources and compare these with the children. They teach children about differences and similarities of communities when comparing different flags, food and clothes. This all helps children to learn about and respect diversity.

Staff make highly perceptive observations of children's achievements and meticulously record and monitor children's progress. This enables them to plan very specifically for the next steps in children's learning. Children with identified needs are extremely well supported. Practitioners implement additional resources and effectively adapt their teaching methods to meet these children's needs.

Partnerships with parents are exemplary. Parents are welcomed into the preschool to spend time with their child and become involved in their learning. For example, they read stories to groups of children and take part in planting vegetables in the garden. Staff regularly share information about children's development. Staff inspire parents to carry out activities at home, which help to develop their children's next steps in learning. For example, parents take home challenge cards with simple activities to do at home. These highly successful strategies help to engage all parents towards the excellent quality of learning for all children.

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

Staff are welcoming, friendly and form close attachments to children. Before children join, staff give parents photographs of themselves and the preschool. This means that when children arrive for their first visit they will recognise some faces and the environment. This helps children to settle quickly and builds their security. Staff act as good role models, helping children to build friendships and learn positive behaviour. They set clear boundaries and implement effective systems such as timers for turn taking. Children show

developing independence as staff encourage them to try things for themselves. For example, they spread their own butter on crumpets at snack times. All of these skills support their next steps in learning and the move to school.

Children are developing some awareness of healthy lifestyles. For example, they tell staff that they wash their hands to get rid of invisible germs. Although, staff remind them of the names of the vegetables they eat at snack times, they do not always develop children's understanding of the importance of eating these types of foods to stay healthy. Staff effectively teach children how to keep safe by reminding them of potential hazards. For example, they ask them to take care when running in the garden.

Considering staff have to pack away all resources at the end of each session, they make impressive use of the environments, indoors and outdoors. They provide stimulating and well-resourced areas for the children to explore and investigate. They make good use of storage areas by opening them out, in the garden, and displaying objects of interest and picture labelling to support children's all round development.

Staff provide good support for children when moving to schools and other settings. This helps children to emotionally prepare for their move. They meet with parents and new teachers or carers to discuss detailed information about children's achievements. They give teachers a copy of children's assessments which highlight their next steps in learning. They also build strong links with other carers such as childminders to provide continuity for all children. For example, they share ideas and activities linked to children's interests.

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

Staff have a strong awareness of the safeguarding policies and procedures. For example, they confidently state what they would do if they had a concern and who they would contact. This helps to protect the welfare of the children. Robust recruitment procedures are implemented, including rigorous vetting checks to help to make sure that staff are suitable. Staff complete comprehensive risk assessments on the whole premises. The risk assessments identify hazards, who is at risk and actions to take to minimise the risks. In addition, they complete daily safety checks. This helps to make sure that the environment is safe for the children.

Strong leadership and a well-established team lead to an organised and efficient service. The manager understands the importance of supporting the staff's professional development. She uses peer observations on staff practice to plan in-house training to strengthen the quality of teaching. The manager meets with staff regularly to support them with the educational programme. This helps to monitor the accuracy of assessments.

Reflective practice includes input from parents, children and staff. Staff use children's next steps in learning towards their future planning. The manager includes suggestions from staff and parents into the self-evaluation of the nursery and the plans for improvements. In addition, she acts upon suggestions from other professionals such as early years

advisory teachers. For example, by booking staff onto courses to increase knowledge on how to deliver more learning in mathematics. Staff are developing the access for mathematical resources to ignite children's interest in counting and measuring, for example. The manager attends network meetings with other managers of local provisions. This helps her to share information and ideas to help improve their service.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY303606
Local authority	Buckinghamshire
Inspection number	834116
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of provider	The Wendover Pre-School Committee
Date of previous inspection	13/10/2009
Telephone number	01296 620770 and 07775 795900

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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.

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