

Iver Village Pre -School

High Street, Iver, Buckinghamshire, SL0 9QA



Inspection date

9 March 2015

Previous inspection date

24 March 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager monitors the quality of the provision well. Staff have reflected on their practice since the last inspection and have made many improvements. Self-evaluation takes into account the views of staff, children and parents.
- Staff provide a welcoming and inclusive environment where children can play, explore and engage with a broad selection of toys, resources and activities. Indoors, resources are extremely accessible to children. This promotes their free choice and emerging interests. It also strengthens children's confidence to try new activities.
- Staff encourage parents to be part of children's learning. Overall, parents are very positive about how children are progressing and their achievements.
- Partnerships with external agencies involved in the care of some children and with other professionals, including teaching staff at local schools, are well established.
- Staff promote children's health, safety and well-being effectively. Staff deploy themselves well indoors and outdoors. This means that they can supervise children appropriately as they play. Children also benefit because staff are readily available if they need a little more reassurance or support in their activities.
- Staff have a good understanding of children's backgrounds and development on entry to the pre-school. They make focussed observations of children's play and plan very well for their future learning.

It is not yet outstanding because:

- Resources are not always readily available for children's freely chosen exploration outdoors to enhance knowledge of the wider world.

What the setting needs to do to improve further

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

- extend children's freely chosen exploration outdoors, to enhance what they learn about the wider world.

Inspection activities

- The inspector observed children playing and in their interactions with staff.
- The inspector spoke to children, parents and staff.
- The inspector conducted joint observations with the manager and the deputy. They discussed how the manager and deputy monitor children's learning and staff teaching practice.
- The inspector sampled the pre-school's documentation and children's development records.
- The inspector read and took into account the pre-school's self-evaluation form. She discussed with the manager the pre-school's targets for continuous improvement.

Inspector

Aileen Finan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have introduced a new system for collating children's observations and assessments. This has been very successful in promoting how staff meet children's individual needs. Staff have a good understanding of the children, based on information gathered from parents prior to children's entry to the pre-school. Staff monitor children's learning and plan effectively for any gaps. They are confident to make timely intervention if needed. Staff interact well with the children to extend activities. They proactively make effective use of open-ended questions. This engages children in communication and means they are confident in expressing their thoughts or ideas. Children are confident to lead their play. They have plenty of fun outdoors and benefit from a broad selection of activities. However, there are limited resources outdoors for children to choose freely, to enhance their awareness and curiosity of the wider world. Nevertheless, children are very well prepared to move on to school.

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

Staff are attentive to children's needs. This means that children form warm bonds with the staff. Children are happy and emotionally secure. They have regular opportunities for outdoor play and benefit from plenty of fresh air and exercise. Children demonstrate very good behaviour. They understand their routines, and play contentedly alongside one another. Children engage very well in their activities because staff are responsive and, overall, the learning environment stimulates and challenges children's curiosity and exploration. Staff promote how children learn about safety through an activity with scissors. Outdoors children are mindful of those around them when on the slide. Children's independence is promoted well. They can recognise their own name, understand the importance of hand washing routines and are confident in pouring drinks and selecting their snack.

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

Staff demonstrate a secure knowledge of the Early Years Foundation Stage. They implement their policies, procedures and risk assessments to promote the health, safety and well-being of the children. The manager and chair of committee follow robust systems for the recruitment and induction of staff. Most staff have been employed for a considerable time. The qualified and highly experienced staff team works well together. Their professional development is enhanced through opportunities to reflect on practice, effective supervision and training. This means the outcomes for children are continuously improving. Staff safeguard children well. All staff have completed safeguarding children training. They are confident to explain their responsibilities in respect of child protection, procedures for whistleblowing, social media and the use of phones or cameras.

Setting details

Unique reference number	108027
Local authority	Buckinghamshire
Inspection number	973077
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	49
Name of provider	Iver Village Pre-School Committee
Date of previous inspection	24 March 2014
Telephone number	01753 654859

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 operates each weekday during term time only, from 9am to 3pm. The pre-school is in receipt of funding for two-, three- and four-year-old children. There are nine permanent staff and two regular cover staff. Of the permanent staff, five hold a level 3 qualification, three hold a level 2 qualification and one staff member is unqualified.

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