

# Iver Village Preschool

c/o Iver Village Junior School, High Street, Iver, Bucks., SL0 9QA



## Inspection date

23 May 2017

Previous inspection date

9 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders monitor children's progress well. This allows them to identify children who may need additional support. They offer expert guidance for staff on how to target teaching in order to help children catch up
- Partnerships with parents are good. Parents feel very involved in the setting and their children's learning. Regular meetings and information sharing enable parents and staff to discuss children's care, learning and development.
- Staff make good use of a range of teaching, such as using pictures to help children with speech and language difficulties and those who speak English as language to understand routines.
- Children are highly motivated to learn. They have good opportunities to develop their physical skills and learn about healthy lifestyles.
- Children develop skills that prepare them well for school. For example, they learn to count, complete simple addition and recognise and write their names.

### It is not yet outstanding because:

- Staff's approach to managing children's behaviour is sometimes inconsistent and they do not always provide children with clear guidance on what is expected.
- Some parts of the day are less well organised and children do not settle as quickly into the routines as they could.

## What the setting needs to do to improve further

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

- provide clear guidance for children on what is expected in order to give them a better understanding of behaviour
- evaluate the effectiveness of transition periods so that children settle more quickly into changes in routine.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as policies and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views
- The inspector spoke to children during the inspection.
- The inspector questioned staff on their understanding of how to keep children safe and how to monitor their learning and development.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders effectively evaluate the quality of the setting to identify what needs to improve. This includes gathering the views of parents and considering any suggestions they may have. Since the last inspection, the setting has developed the way they assess children's learning to help them quickly identify children who may need additional support. The manager supports staff's ongoing professional development well. She uses annual appraisals and regular supervision meetings to help sharpen their teaching skills and identify gaps in training. Arrangements for safeguarding are effective. Staff are aware of their role and responsibility in keeping children safe. They have completed relevant training and know what action to take if they have concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff check children's progress and learning effectively. They plan for individual children's learning, including those learning English as an additional language and children who have special educational needs and/or disabilities. They work well with other professionals, such as speech therapists and schools, and share valuable information about what children can do. This helps support children's transitions well. Children participate in a range of activities that helps them to understand about shape. For instance, staff show them two semi circles and ask them to identify that when put together they will make a circle. Staff interact well with children to guide their learning and help them make good progress. For example, they use children's interests in cars and car washes to encourage them to talk about and recreate their own experiences.

### Personal development, behaviour and welfare are good

Children demonstrate that they are happy and flourish in this warm and welcoming pre-school. Staff are highly responsive to children's needs and recognise when some children need extra emotional support. The setting supports children's move to school exceptionally well and staff work well with other professionals, such as Reception teachers, to share information about the progress children are making. This ensures there is continuity to the care and learning that children receive.

### Outcomes for children are good

All children make good progress. Older children develop their independence as they carry out simple tasks for themselves, including how to manage their personal care routines and how to tidy up after themselves. Children are very good listeners and able communicators. They contribute well to discussions and recognise that they need to take turns. Children explore and investigate and show high levels of emotional well-being.

## Setting details

<b>Unique reference number</b>	108027
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1089016
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Iver Village Pre-School Committee
<b>Registered person unique reference number</b>	RP533204
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	01753 654859

Iver Village Preschool 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 and three hold level 2.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

