

# Village Green Preschool

The Scout Hall, Green Lane, Hartley Wintney, Hook, Hampshire, RG27 8DQ



<b>Inspection date</b>	29 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The providers do not conduct staff supervisions, as required. They do not effectively identify weaknesses in teaching or support staff to improve their personal effectiveness.
- Staff do not consistently provide children with the highest-quality support to learn. Activities are not always challenging enough and staff do not effectively provide support that helps individual children with what they need to learn next. Children do not make the progress of which they are capable.
- Staff do not consistently support children's developing independence skills. The organisation of daily routines is, at times, disruptive to children's learning.
- The providers do not use self-evaluation effectively to accurately identify areas for improvement. They have an overly optimistic view of staff performance and have not accurately identified or addressed the weakness in teaching.

### It has the following strengths

- Staff meet children's care and health needs effectively and make sure children are kept safe. Children generally appear settled and happy.
- Children have good opportunities outside to develop their physical skills, such as building with bricks and negotiating obstacles on small bicycles.
- Parents speak very positively about the pre-school and are kept suitably informed about the activities their children take part in and how children are doing in their learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement effective supervision arrangements for all staff to promote continuous improvement with particular regard to issues that concern children's development or welfare and to ensure children receive a high-quality learning experience</li> </ul>	26/03/2018
<ul style="list-style-type: none"> <li>■ ensure staff plan for purposeful play and provide challenging activities and support that effectively engage and meet children's next steps in learning to support all children to make good progress</li> </ul>	26/03/2018
<ul style="list-style-type: none"> <li>■ improve the organisation of daily routines, experiences and activities to make the most of opportunities to motivate children, help them grow in confidence and to develop their concentration in readiness for school.</li> </ul>	26/03/2018

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

- enhance the self-evaluation process to accurately identify clear areas of development and drive forward continual improvements.

### Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector looked at samples of children's assessment folders and discussed children's learning with staff and the providers.
- The inspector spoke with the staff, parents and children at appropriate times during the inspection. She held a meeting with the providers.
- The inspector conducted a joint observation of a focus activity with one of the providers.

**Inspector**  
Melissa Cox

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff know the procedures to follow if they have a concern about a child. Staff attend some training, such as first aid, and meet as a staff team to discuss issues in the pre-school. However, the providers are unaware of the need to conduct supervisions with their staff to ensure they undertake their roles effectively. Staff adequately monitor children's progress for gaps, although they do not always successfully address these through good-quality teaching. The provider's self-evaluation and priorities for future improvements, including training, do not successfully align with the needs of the children or reflect resolutions to the weaknesses in staff practice. The providers also do not evaluate how they can best support parents to meet their children's needs, such as how to use funding to assist parents with children's attendance pattern. Staff develop partnerships with local schools but fail to effectively promote consistency in learning for children's move to school.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. Staff do not successfully match activities to children's abilities or precisely focus their teaching to help children make the very best progress in their learning. They fail to challenge children through effective questioning and some planned activities are mundane and uninspiring. Nevertheless, children enjoy some activities. For example, they take part in a sensory activity where they hunt for colourful jewels and use a range of tools, such as tongs, to fill up cups with their treasure. However, weak organisation of the routine leaves children with little purposeful play choices near the end of the session, as staff pack away toys and sweep the floor.

### **Personal development, behaviour and welfare require improvement**

Staff do not ensure that children have consistent opportunities to develop their independence and self-confidence to a good level. For example, staff overdirect children during activities, limiting children's creativity, and regularly complete tasks for children that they can do themselves. Children are polite and behave well. They show developing levels of confidence, although staff have yet to support some children to build friendships with others. Children generally make choices from the range of resources set out by staff, some of which reflect their current interests. However, the rigid routine and the demand staff place on children to complete the daily craft activity in a prescribed way, do not support children's motivation or enthusiasm for learning. Staff support children to learn about similarities and differences, such as reading stories about families like their own.

### **Outcomes for children require improvement**

Not all children make good enough progress because teaching is inconsistent. However, children learn to listen in a group and follow instructions. They enjoy looking at books and playing outdoors. Children find it hard to sustain their concentration due to the lack of challenge in teaching and interruptions by staff. They acquire some skills in readiness for school, although not all children develop good levels of confidence or motivation.

## Setting details

<b>Unique reference number</b>	EY492262
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1027288
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Village Green Preschool Partnership
<b>Registered person unique reference number</b>	RP907606
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07407654351

Village Green Preschool is an existing provision that re-registered in 2015. The pre-school operates from The Scout Hall in Hartley Wintney, Hampshire. The pre-school is open from 9.15am to 12.15pm from Monday to Friday during term time only, with the exception of Wednesday, when it opens from 8.45am. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven staff, six of whom hold childcare qualifications; one at level 2 and five at level 3.

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