

Village Centre Pre-school

The Village Centre, Beech Tree Road, Holmer Green, Buckinghamshire, HP15 6XG



Inspection date

4 May 2018

Previous inspection date

7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and her staff have successfully addressed the recommendation set at the last inspection. For example, staff now confidently support children's mathematical development.
- The manager and her team continually reflect on the quality of the pre-school, such as reviewing resources used and seeking ways to enhance children's development. They gather feedback from parents and children to identify what is working well and how the pre-school can be improved.
- Effective partnerships with parents and other professionals support staff to meet children's individual needs. They work together consistently, sharing information about children's development and care.
- Staff understand how children learn and develop. They provide a variety of stimulating and challenging activities, and children explore with confidence. All children make good progress from their starting points.

It is not yet outstanding because:

- Systems to monitor staff teaching skills are not developed enough to raise the good quality of teaching to an even higher level.
- Although staff assess children's development effectively, they do not always use these findings to plan consistently for children's next steps to help them to make the best possible progress.

What the setting needs to do to improve further

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

- develop the use of monitoring and reflection to help raise the good quality of teaching to an even higher level
- place a sharper focus on planning even more precisely for children's next steps in learning to help them make even better progress.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, during activities inside and outside.
- The inspector spoke with staff, parents and children at convenient times throughout the morning.
- The inspector checked how well staff understood how to keep children safe.
- The inspector completed a joint observation with provider.
- The inspector looked at some records, including children's learning journals, staff training certificates, accident and medication reports, and the attendance register.

Inspector

Kate Robertson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff have all completed safeguarding training and have a good awareness of the procedures to follow if they have concerns about a child's welfare. They regularly check the pre-school and garden to keep children safe. Staff are encouraged to complete training and improve their qualifications, to develop their practice. For example, staff have received training on autism spectrum disorder to support children who have special educational needs and/or disabilities more effectively. The manager uses effective recruitment, induction and ongoing appraisal processes well to help ensure all staff are confident and capable in their roles and are safe to work with children.

Quality of teaching, learning and assessment is good

Children demonstrate good levels of concentration and persevere with tasks, for example, as they try to balance shapes on top of a rocking turtle. Staff use a range of strategies to help children acquire and develop their language. They give clear explanations, use effective questioning and introduce new vocabulary. A good range of supporting resources means that children can play imaginatively and re-create familiar experiences. For example, children buy goods from the shop and pay for them at the till. Staff also make good use of daily routines as a way of extending children's learning. For example, at snack time older children eagerly identify their own names before they sit down.

Personal development, behaviour and welfare are good

Children have formed strong bonds and attachments with staff. Staff ensure that children feel safe and they meet children's emotional needs well. Children are very happy and settled, and thoroughly enjoy attending the pre-school. Staff know each of the children extremely well and provide for their individual needs. Parents confirm how successful staff are in supporting their children. Children behave well. Children know that they need to sanitize their hands before eating and when they have been to the toilet. This helps to promote children's understanding of healthy hygiene practices.

Outcomes for children are good

Staff understand how to prepare children for their next stage of learning and school. Children are confident and have high levels of self-esteem. Older children enjoy making marks and are developing early literacy skills. They sit for short periods to learn in groups and follow routines. They develop good independence skills. From an early age, children learn to get ready for play outdoors and find their boots and coats.

Setting details

Unique reference number	EY260329
Local authority	Buckinghamshire
Inspection number	1128739
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	43
Name of registered person	Sheridan Louise Berryman
Registered person unique reference number	RP513023
Date of previous inspection	7 July 2015
Telephone number	07709657399

Village Centre Pre-school registered over 30 years ago and operates in Holmer Green, High Wycombe, in Buckinghamshire. The pre-school is open each weekday during school term from 9.15am until 12.15pm. There are six members of staff, all of whom hold appropriate early years qualifications at level 2 or level 3.

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