

The Village Pre-school

Village Hall, Pinfold Lane, Cheslyn Hay, Walsall, West Midlands WS6 7HP



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| Inspection date | 8 April 2019 |
| Previous inspection date | 13 May 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 managers support the ongoing professional development of staff successfully. They help staff to reflect on the quality of their teaching and together they explore how to develop their practice even further. For example, recent training helped staff to enhance their skills in supporting children's communication and language development.
- Staff provide children with quality interactions and use their good knowledge of how young children learn. They respond to children's spontaneous play ideas skilfully and use these opportunities successfully to extend children's learning. For example, children show an interest in a toy post box and this sparks an activity about posting letters.
- Staff support children's communication and language skilfully. They carefully adjust their use of language to meet the needs of children at different stages of development. Younger children respond to simple instructions and older children confidently contribute to interesting discussions.
- Children make good progress and acquire a secure foundation for their future learning and school.
- Staff prioritise children's emotional development. Children gain confidence in their own abilities and respond well to the praise and encouragement they receive from staff. They are happy, secure and form close bonds with staff.
- Some staff do not consistently use their observations of children's achievements to identify more precisely how they will support children's individual learning even further.
- Staff do not routinely seek contributions from all parents about children's achievements and interests at home.

What the setting needs to do to improve further

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

- refine how some staff use children's assessment information, to identify even more precisely how to support children's individual learning and help them to make the best possible progress
- extend the already good partnerships with parents, to include them even more fully in children's learning and support their continued development at home.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the managers, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with one of the managers.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a clear understanding of the process to follow should they need to report any child protection concerns. The managers reflect accurately on the quality of the provision. They monitor the progress that children achieve to ensure that they make consistently good progress. Staff work closely with other settings where children also attend to exchange information about children's learning and care needs. They liaise well with other professionals involved in children's development, to implement targeted support for children with special educational needs and/or disabilities. This helps children to catch up in their learning. Staff work closely with parents of new children to establish children's achievements on entry.

Quality of teaching, learning and assessment is good

Staff provide children with many opportunities to practise their physical skills. Children concentrate as they carefully thread shapes onto string and while they enjoy climbing on large equipment. They explore the effects that exercise has on their bodies as they join in with energetic activities and stretches. Staff make good use of opportunities that arise to help children to develop their critical thinking skills and problem solving. Children work out how to operate zips to open and close bags. They persevere as they dress themselves in role-play outfits. Staff provide a range of interesting opportunities to enable children to develop their understanding of the world and the use of technology.

Personal development, behaviour and welfare are good

Staff help children develop good levels of independence. Children learn to manage their personal needs confidently and eagerly help with every day tasks, such as setting the table at snack time and clearing plates away. They learn about making healthy choices and the importance of good hygiene routines. Staff provide them with nutritious snacks and drinks. Staff are positive role models and manage children's behaviour effectively. Children learn to share, take turns and to overcome feelings of frustration. Staff help children to gain an awareness of diversity and cultures beyond their immediate experiences. Children learn about the different ways that people celebrate. Older children engage in an interesting discussion about their cats and how they look very different. They explore their cats' various likes and dislikes.

Outcomes for children are good

Children are motivated to explore and make confident choices in their play. They enjoy recreating familiar roles and experiences, such as caring for animals who are unwell. Children develop their early literacy skills and mathematical understanding. They learn to recognise their names, make marks to communicate meaning and listen attentively to stories. As children build towers with blocks, they explore what happens when they add 'one more' brick and talk about how tall they are. They learn to count and develop their understanding of quantity and shapes.

Setting details

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| Unique reference number | 218261 |
| Local authority | Staffordshire |
| Inspection number | 10072566 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 34 |
| Number of children on roll | 39 |
| Name of registered person | The Village Playgroup (Cheslyn Hay) Committee |
| Registered person unique reference number | RP522544 |
| Date of previous inspection | 13 May 2016 |
| Telephone number | 01922 4106698 |

The Village Pre-school registered in 1992. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.30am until 12.30pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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