

Inspection of The Village Pre-School

The Community Hub, Valerian Place, North Hykeham, Lincoln LN6 9YW

Inspection date: 17 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the pre-school. They are safe and have access to a variety of good-quality resources. This helps to ensure they are keen to learn and explore. Children's behaviour is good. It reflects the calm and happy atmosphere staff create. Younger children are quick to learn how to interact and play with other children. They show pride in their achievements and are confident to share their ideas as they play. Children demonstrate how well their social skills and friendships are developing as they engage in imaginative play together. For example, in a makeup activity, children select colours from a pallet. They talk about the colours they have chosen and 'apply' this to a member of staff as makeup. This helps children explore the concept of colour and extend their language skills. They discuss how makeup highlights the features of the face.

The provider and managers have high expectations to drive forward continuous improvements. They involve parents and children in the evaluation of the setting. This helps to generate new ideas. As an example, children spend more time in the community. Staff promote healthy eating and an active lifestyle well. They engage children in energetic exercises that finish with quiet moments of reflection and calmness. This supports their well-being effectively.

What does the early years setting do well and what does it need to do better?

- Staff support children well to develop their early literacy skills that will help them learn to read and write. They are successful at promoting a love of books and reading. Children listen attentively to stories. They read the pictures in the book and recall the characters with confidence. Children use a variety of mark-making materials that support them to develop small-muscle movements and control. They form marks in play dough and use chinks to make lines and shapes outdoors. Staff teach older children to form the letters of their names in readiness for school. Children who speak English as an additional language make good progress in developing their English speaking skills. However, opportunities for them to use and develop their home language and see it in print are still evolving.
- Staff are successful at supporting children's developing self-care skills and encouraging good hygiene routines. For example, they introduce toilet training to younger children and support them to wash their hands themselves before eating. This helps to develop their physical health and well-being.
- Staff provide children with a wide variety of interesting activities based across all areas of learning. They develop learning opportunities that motivate children's curiosity and encourage them to investigate their environment. For example, children visit local shops, choose food for snacks and pay for this with money. This helps to enrich their experiences and to understand where food is sold. It

extends the use of mathematics and numbers into the community in naturally occurring situations. Children identify numbers on houses and car number plates as they walk the short distance to the shops. However, occasionally, during some adult-led activities, some staff do not make the most of all opportunities to extend and build on children's learning.

- Staff establish good partnerships with schools. They meet with new teachers to promote continuity in care and learning. Staff support children's independence skills and help to ensure they can put on their own coats and change clothing. This helps to prepare children for the next stage in their learning.
- Staff value parents' views highly and involve them in their children's learning. Parents complete a 'This is Me' form when their child starts at the setting. This helps staff to establish what children already know and can do well. They use this information to tailor learning opportunities for children. Staff keep parents well informed about their child's good progress and share regular observations and ideas about extending their learning at home. When appropriate, staff work closely with parents and external specialists to support children who need additional help. This shared approach helps children to meet their individual targets.
- Staff are enthusiastic, motivated and happy to work at the pre-school. They are well qualified and work successfully as a team. The provider and managers give staff support and time to develop the quality of education and share good practice. They observe staff's interactions with children and provide feedback on how they could improve children's learning experiences further.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of how to meet their legal responsibilities to keep children safe from harm. They are confident in identifying different forms of abuse and know what action they must take if there are concerns. The provider has completed safer recruitment training and uses her knowledge to help ensure the suitability of staff working with children. She has good systems in place to promote ongoing training and to raise awareness about the extreme views associated with radicalism. The staff team uses risk assessments throughout the day, within the setting and outdoors. This helps to reduce potential hazards to children.

What does the setting need to do to improve?

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

- help staff to further improve their teaching to build on children's learning at every opportunity, to help raise outcomes for children to the highest possible level

- increase opportunities for children to celebrate their home language within the pre-school.

Setting details

Unique reference number	EY551101
Local authority	Lincolnshire
Inspection number	10130771
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Graham, Lynn Heath
Registered person unique reference number	RP906798
Telephone number	07986225701
Date of previous inspection	Not applicable

Information about this early years setting

The Village Pre-School registered in 2017 and is situated in North Hykeham, Lincoln. The provider employs six members of staff. Of these, one holds early years teacher status, two hold relevant early years qualifications at level 6, two at level 3 and one at level 2. The pre-school opens during term time only. Sessions are Monday to Friday from 9.15am until 3pm. The pre-school provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Peter Towner

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation, and evidence of the suitability of staff working in the pre-school. The inspector also discussed the self-evaluation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

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