

# Inspection of West Wycombe Pre-School Playgroup

School House, Church Lane, West Wycombe, High Wycombe HP14 3AH

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Inspection date: 2 March 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive eager and motivated for a day of exciting and stimulating learning. The calm atmosphere allows children time to choose from the attractive, flexible resources available. They combine and investigate these resources in imaginative ways to extend their experiences. Children show they are happy and secure at the pre-school. Their behaviour is impeccable. Children are growing in confidence.

Support for children's developing communication and language is outstanding. Staff repeat words, introduce new vocabulary and wait very patiently for children to respond. Children are able to use complex words in the right context and are confident to ask the meaning of unknown words to them. For example, during an activity to promote good oral health, children use words such as 'cavities'. They describe how brushing too hard can cause gums to bleed.

Children learn mathematical concepts in exciting and different ways. Staff expertly weave mathematics into many aspects of their curriculum. For example, when children show an interest in shapes, they are challenged to think about what would happen to a circle if it was cut in half. Children confidently tell staff that it is a 'semicircle'. They confidently draw the shape and then find a semicircle in the shape box to show the member of staff.

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

- The inspirational manager has embedded a rigorous system to support and monitor the development of staff. She coaches and mentors staff to help them confidently perform to their full potential. The manager and her deputy observe staff teaching and strive for excellence for children. The senior team meets regularly with staff to discuss their progress and general well-being. All staff say they enjoy working at the pre-school and feel exceptionally valued.
- Parents have the utmost praise for the pre-school. Parents comment on the team's dedication during the COVID-19 pandemic. They particularly valued the range of learning materials and activities provided by the staff to support families during this time. For example, staff provided children with activity packs. This supports parents to be involved in children's learning.
- Staff are especially caring towards the children and create an extremely nurturing environment. New children settle remarkably quickly. This is supported by exceptional information obtained ahead of children starting. In addition, staff undertake home visits to meet the children and their families. Children follow the respectful behaviour modelled by staff and are consistently kind and helpful to each other.
- Support for children with special educational needs and/or disabilities is outstanding. Staff go above and beyond to secure timely interventions and

target support for individual children at the earliest opportunity. This contributes to the rapid and substantial progress that all children make over short periods.

- Since the onset of the COVID-19 pandemic, staff have placed a sharp emphasis on supporting children to manage their feelings and emotions. For example, staff have introduced new companion dolls. This is contributing towards children's increased self-control, confidence and ability to form exceptional relationships with others.
- All staff plan an extremely well-sequenced and broad curriculum. This is based on an accurate understanding of the needs of the children. Staff expertly and consistently extend children's learning, including those children in receipt of additional funding. Staff skilfully nurture the skills children need to be ready for the next stage in their learning. For instance, children serve their own food and drinks at snack time. Older children show great confidence in being able to put their own coats and boots on.
- The pre-school is a highly valued part of the community. Staff use their local contacts extremely well to help children begin to understand different people and the world around them. They invite a variety of visitors to the pre-school to give children rich learning experiences. This includes stories read by the Reception teacher from the local school and a visit from a Shetland pony to support their veterinary theme. In addition, children enjoyed visits from a paramedic and the lollipop lady when they were learning about 'people who help us'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has high expectations of staff, especially regarding their knowledge of safeguarding. Staff receive rigorous safeguarding training, including ongoing discussions and staff meetings about child protection. They monitor the welfare of the children vigilantly. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. The manager maintains meticulous recruitment procedures. She ensures staff's suitability through ongoing checks.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY549960                                                                          |
| <b>Local authority</b>                             | Buckinghamshire                                                                   |
| <b>Inspection number</b>                           | 10133859                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Sessional day care                                                                |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 30                                                                                |
| <b>Number of children on roll</b>                  | 40                                                                                |
| <b>Name of registered person</b>                   | West Wycombe Pre-School Playgroup Committee                                       |
| <b>Registered person unique reference number</b>   | RP520920                                                                          |
| <b>Telephone number</b>                            | 01494438996                                                                       |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

West Wycombe Pre-School Playgroup re-registered in 2017 and is located in West Wycombe, Buckinghamshire. The pre-school employs 10 members of staff. Of these, six hold relevant childcare qualifications at level 3, two hold relevant qualifications at level 5, and one member of staff has early years professional status. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children and is in receipt of early years pupil premium.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the pre-school.
- The manager showed the inspector around the pre-school and discussed how they use the different areas of the building to support children's learning.
- The inspector observed activities and the interactions between staff and children.
- The inspector held a meeting with the manager and members of the senior leadership team, including the nominated individual. They discussed how the pre-school is run to check that all legal requirements are met.
- The manager and the inspector talked about how activities are planned to take account of children's interests and abilities.
- The deputy manager and the inspector carried out a joint observation of a learning activity in the pre-school room.
- The inspector took account of parents' views by speaking to them and reviewing written testimonials.

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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