

Inspection of The Village Pre-Schools

The Methodist Church, Coppice Farm Road, Tyles Green, Buckinghamshire HP10 8AN

Inspection date: 29 March 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are very polite and have good manners. They build good friendships with their peers and play cooperatively together. Children enjoy the time they spend outdoors. The outdoor space provides children with opportunities to develop their physical skills. For example, staff build 'obstacle courses' to enable children to climb apparatus. Children confidently balance on beams and climb steps. Forest school experiences enable children to explore their wider environment and learn how to manage risks, such as when climbing on logs and fallen trees. Children talk eagerly about their experiences at forest school. For example, they tell adults that they have been exploring puddles and used a potato peeler to 'whittle' wood, in preparation for toasting marshmallows on a fire.

Overall, children make satisfactory progress and develop skills they need for their future. For instance, they dress themselves for outdoor activities and serve themselves at snack time. Staff know the children well and generally support their learning. However, the quality of teaching varies. When teaching is good, children engage well and focus for extended periods. For example, they demonstrate good listening and attention skills as they listen carefully to sounds and match these to corresponding pictures. However, the practice of some staff is not as strong as others. This results in inconsistency in the types of learning experiences children receive.

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

- The dedicated and experienced leadership team is committed to providing, inclusive care and education for all children and their families. Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals to ensure continuity of care and help close gaps in their learning. However, they have not monitored the educational programme meticulously enough to help them to implement an effective curriculum. Leaders do not have a good enough understanding of what they want children to learn.
- The supervision, training, and support in place for staff are not yet effective enough. The learning programme intent has not been clearly communicated to staff to enable them to deliver a coherent curriculum. Some activities lack thought and planning. Although staff have an idea about what they want children to learn, they do not focus on these precisely enough. For instance, some staff engage children in conversations and successfully extend their vocabulary. However, quieter, and younger children are not always encouraged to join in fully with activities, to support them to share their ideas. This leads to children becoming quiet and unmotivated.
- Children demonstrate resilience as they take on difficult challenges. For instance,

they persevere as they attempt to catch a ball in a 'ball catcher'. Staff use effective teaching strategies, such as demonstrating how to do this and encouraging children to keep trying until they succeed. Children show delight and cheer when they successfully catch the ball.

- Although there is a key-person system in place, it is not always fully effective. Despite staff identifying children's needs, they do not consistently support all children throughout the session, to help them to build secure attachments and feel emotionally secure.
- Partnerships with parents are good. Pre-school staff consistently share information about children's progress and make suggestions on how they can support children's learning at home. Parents comment favourably about how helpful the staff are in supporting themselves and their families.
- Children eat healthy meals and snacks. Staff sit with children and encourage them to serve themselves to help develop their independence.
- Children behave well. They are kind, polite and very thoughtful. For instance, they recognise when others do not have toys to play with and happily share their toys. Staff use positive strategies to promote good behaviour. For instance, 'Rosie's rules' are discussed daily during small-group activities. These include being kind and respectful to others.
- Children quickly respond to instruction from staff and know the routines. For instance, when staff ring a bell for adult-led group time, children stop what they are doing and tidy up the toys. However, during these times, children's play and learning are interrupted.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school environment is safe and secure, and children's safety is given good priority. Staff have a clear understanding of their role to protect children from harm. They know what signs to look out for and what procedures they must follow should they have a concern about a child's welfare. Staff complete regular child protection training to keep their knowledge up to date, including the 'Prevent' duty and female genital mutilation. Leaders ensure all necessary checks are completed, and safer recruitment procedures are followed to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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develop the leadership team further to help identify the curriculum intent and the impact this has on children's learning and development	22/04/2022
improve arrangements for staff supervision and professional development, to enable them to deliver a curriculum tailored to the needs of the children	22/04/2022
improve teaching so that all staff provide stimulating and challenging activities for all children, which build on what they know and can do, to help them to make the best possible progress	22/04/2022
strengthen the key-person system, so that all children's individual needs are fully known and met.	15/04/2022

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

- improve interactions with quieter and younger children to encourage them to speak and share their thoughts and ideas
- support staff to further evaluate the implementation of the curriculum, so that children's learning is not interrupted by routine events and adult-initiated activities.

Setting details

Unique reference number	EY242863
Local authority	Buckinghamshire
Inspection number	10226834
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	46
Name of registered person	Penn & Tylers Green Residents Society
Registered person unique reference number	RP520928
Telephone number	01494 817093
Date of previous inspection	20 October 2016

Information about this early years setting

The Village Pre-Schools registered in 1965. It is located in Tyles Green, Buckinghamshire. The pre-school opens each weekday, from 9.15am to 3.15pm. There are 10 staff, seven of whom hold relevant early years qualifications at level 3 and the manager holds a qualifications at level 6. The manager and one other practitioner are trained forest school leaders and run forest school sessions twice a week. The setting receives funding to provide free early years education for children aged, two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The views of the parents were gathered through face-to-face discussion and written feedback.

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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