

Inspection of The Villages Pre-School Ltd Burley In Wharfedale

METHODIST CHURCH, Main Street, Burley in Wharfedale, ILKLEY, Yorkshire LS29
7DT

Inspection date: 23 June 2022

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 receive a warm welcome on arrival at the setting. They have the individual support they need to separate from their parent or carer. This enables all children to settle happily and quickly and to start their play and learning. Children are happy and secure and enjoy the time they spend in the setting.

There is a very strong community feel. Relationships between staff and families are extremely positive. Staff engage parents well in children's learning and regularly exchange information about their achievements at home and in the setting. Staff work closely with other professionals involved in children's care to implement targeted plans for children with special educational needs and/or disabilities (SEND). All children are well prepared for their eventual move to school.

Children gain secure communication skills. Older children use language confidently to express their good ideas, such as describing the spider they find. For example, they explain how the spider is 'enormous' and has 'eight legs'. Younger children communicate their needs and wishes well, and staff successfully help them to develop their vocabulary. Staff encourage children who are bilingual to use their other languages as they play. For example, they encourage children to sing a Swedish song they have recently learned. Children are happy and secure and enjoy the time they spend in the setting.

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

- Staff know the children well, including their development needs, personalities and interests. They have clear ambitions for all children, including those who speak English as an additional language and those with SEND.
- Children develop good language skills and vocabulary. Staff observe children's play and offer an open dialogue about what they are doing. They use challenging and open-ended questioning to develop vocabulary further. This helps children to listen, use new vocabulary and learn what it means.
- Staff know the children well. They talk passionately and affectionately about the children's individual care and learning needs. Children are fully included in all activities. Staff understand the purpose of activities and know how to use them to help children progress across all areas of learning. They watch, assess and support children to develop the knowledge and skills they need for future learning.
- The curriculum is well planned and meaningful. Children learn about life cycles. Older children show their curiosity as they study eggs and chickens. One child points to the picture of a chick and excitedly says, 'They hatch out of eggs.' The children talk with the inspector about the chicks and how they will be caring for them at home. As a result, children have the opportunity to see all stages of the

life cycle of a chicken.

- Staff have high expectations and children behave well. Staff patiently manage children's behaviour and explain to them about 'using kind hands'. However, occasionally, staff do not consistently support children who are struggling to regulate their behaviour.
- Children gain confidence in their own abilities, such as at mealtimes and during toileting. The oldest children successfully manage their self-care skills and all children engage in tasks that help to nurture their independence. Children are encouraged to take appropriate risks and challenges as they play both inside and outdoors. This supports children to develop physical and emotional health.
- Children are gaining a good understanding of what makes them unique. For example, staff talk with children about other languages that they speak. The setting is well resourced and there is a small range of resources reflecting the diversity of life in modern Britain. However, these are not enough to ensure all children develop a positive attitude to their individuality. As a result, not all children are able to represent themselves during play.
- The setting is led well by a manager who is passionate about childcare. She shares a clear vision for the future with her team. She works closely with leaders to consider and support the ongoing welfare of the staff. Staff are well supported through meetings with the manager, and they consistently report high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand safeguarding procedures, which they follow closely to promote children's welfare and safety. They are alert for signs that children may be at risk and know how to report concerns. The setting works together with other agencies that provide information and support. This helps to keep children safe. Staff understand the importance of early intervention and ensure that any referrals are made swiftly. Positive behaviour is promoted consistently. This ensures that children's safety and well-being remain paramount.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of appropriate action to take when supporting children who are struggling to regulate their behaviour
- extend opportunities for children to reflect on their differences and understand what makes them unique to help them develop a positive attitude to their individuality.

Setting details

Unique reference number	2567923
Local authority	Bradford
Inspection number	10225951
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	22
Name of registered person	The Villages Pre-School Ltd
Registered person unique reference number	RP547008
Telephone number	07981124093
Date of previous inspection	Not applicable

Information about this early years setting

The Villages Pre-School registered in 2019. The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications at level 3, one has level 6 and one has level 7. The pre-school is open Monday to Thursday, from 9am to 3pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider has 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022