

Inspection of Iver Village Preschool

c/o Iver Village Junioir School, High Street, Iver, Bucks. SL0 9QA

Inspection date: 22 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the pre-school. They confidently separate from their parents and are ready to start their day. Children enjoy a good range of resources and show pleasure and excitement in the activities planned by staff. During the inspection, staff played a number and size game with the children. Children's faces lit up with big smiles when staff adapted the game further by adding 'trick' questions. They demonstrated high levels of engagement and showed utter pride when they answered correctly. This supports their confidence, self-esteem and early mathematical skills very well.

Children make good progress in their development, including those with additional needs. They show positive attitudes to their learning and are eager to develop their skills and resilience through trial and error. For example, children test their creativity when using magnetic shapes to create three-dimensional objects. Staff are close by and offer lots of praise and encouragement. This has a positive impact on children's personal development and supports their perseverance to keep trying to solve challenging tasks.

Children are kind and friendly towards each other. Staff are good role models and have high expectations of children's behaviour. They respond swiftly to minor issues and teach children how these can be resolved, such as by sharing toys. Children gain a good understanding of the rules of the pre-school and the importance of being kind and considerate to their peers.

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

- Staff support children's emerging language skills well. For instance, staff provide a consistent narrative of what they are doing. This helps children to hear a range of words, which promotes their understanding. Staff ask children questions throughout their engagement with them and have lovely conversations with them about their home life and interests.
- Children benefit from regular and consistent routines. For instance, they put their bags and shoes away and pop their slippers on to start their day. Staff use circle time to welcome children each morning. Children then self-register their attendance by recognising their name displayed on the table and sticking it on the wall. This supports children's independence skills effectively and prepares them for the next stages in their learning and their move on to school.
- Staff have a clear understanding that children need physical exercise and fresh air to support their growing bodies and overall well-being. Children squeal with joy as they enjoy climbing, hopping and running with their friends in the garden. However, on occasion, staff do not make the most of children's interests during their time outdoors, such as when children are looking for bugs with magnifying

glasses. Even though staff are on hand, children's curiosity and interest to learn more about the natural world is not fully extended and explored further.

- Overall, staff provide an inclusive environment and teach children about diversity through books and celebrate different religious festivals, such as Diwali and Chinese New Year. However, staff have not fully considered how to promote the home languages of children who speak English as an additional language. This does not help children to value their home language or enhance their communication skills.
- Staff obtain important information prior to children starting, such as dietary and medical needs, as well as their likes and dislikes. Secure settling-in periods help children to become familiar with their new environment and new people. Children demonstrate that they feel secure and have warm bonds with their key person, as they snuggle up to them during story time.
- Relationships with parents are positive. They report that their children have made good progress and enjoy coming to the setting. Furthermore, staff communicate effectively with parents. For example, they have daily discussions, share information via an online app and hold regular parent meetings. Additionally, staff work in partnerships with other professionals, including those of the local authority and the local schools, to further support the children in their care.
- The leadership team works well together, and staff speak highly of the managers. Low staff turnover demonstrates that staff feel valued and well supported by the leaders. Daily staff briefings ensure that activities for the day ahead are successfully planned and that relevant information is exchanged.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the pre-school are committed to safeguarding children. They display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. Staff are familiar with procedures for reporting concerns about children's welfare. They are vigilant in keeping children safe. Ongoing training supports staff to continually refresh their good knowledge and skills. Managers follow robust recruitment procedures to check that staff are suitable, and remain suitable, to work with children. Staff risk assess the premises daily to ensure that children can play and explore in a safe environment. Staff practise termly fire-drill procedures to show children where to go in the event of a fire.

What does the setting need to do to improve?

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

- extend the opportunities to further children's experiences of the natural world as they play

- broaden opportunities for children to use their home languages in their play and learning.

Setting details

Unique reference number	108027
Local authority	Buckinghamshire
Inspection number	10264104
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	26
Name of registered person	Iver Village Pre-School Committee
Registered person unique reference number	RP533204
Telephone number	01753 654859
Date of previous inspection	23 May 2017

Information about this early years setting

Iver Village Preschool first opened in 1981 and registered with Ofsted in 2001. It operates from the community rooms in the grounds of Iver Junior School. The pre-school operates each weekday, during term time only, from 9am to 3pm. The pre-school is in receipt of funding for two-, three- and four-year-old children. There are six permanent staff, three of whom hold a relevant level 3 qualification.

Information about this inspection

Inspector

Katharina Hill

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.
- Leaders explained the nursery curriculum during a learning walk with the inspector.
- Staff talked to the inspector about how they support children's learning and development. They also explained the procedures they follow to keep children safe.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to children and viewed their activities. She spoke to parents and considered 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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