

Inspection of The Village Pre-Schools

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

Inspection date: 27 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this friendly and welcoming pre-school. They settle quickly in the well-resourced rooms and have developed strong relationships with staff. The time taken by staff to help children settle when they arrive helps to promote children's feelings of being safe and their well-being. Children are well behaved and are happy and confident as they explore the environment. They build friendships and play well together. Children are confident to share their thoughts and feelings with staff. For example, they share that they are happy, and staff ask what has made them happy. Staff respond to children's requests and value their choices well.

The pre-school has good partnerships with parents. Parents report on the friendly, enthusiastic staff and how they go 'above and beyond' for all children who attend. They share that their children are always eager and excited to attend.

Children develop their self-confidence as they learn to be more independent. All children gain the skills they need to support their future learning. Children receive plenty of opportunities to develop their literacy skills. Books are integral to the pre-school curriculum. Children independently select books to view at their leisure. Designated story-sharing times, snuggled up with staff, help children to foster a love of reading.

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

- Children relish the opportunity to explore new experiences, such as making a volcano outside. They squeal with delight as they guess what will happen when they mix mixtures together and the volcano erupts. The staff encourage children to explore it and talk about how it feels using age-appropriate vocabulary, such as 'erupt' and 'wet'.
- Children enjoy activities that staff plan to encourage their listening and attention skills and to develop their love of music. Children learn how to make quiet and loud sounds using musical instruments and try hard to tap out the correct number of beats.
- Children have strong independence skills. They pour their own drinks, wash and dry hands and get themselves ready to go outside. Children learn about healthy practices. They have opportunities to play outside in the fresh air, in all weathers. For instance, children attend a nearby forest school in the woods and enjoy exploring outside, which helps to support their physical development effectively. However, there are times when staff do not make use of children's interactions through their play to discuss the impact that food and exercise have on our bodies. This does not fully support children's understanding of leading a healthy lifestyle.

- Staff work closely with parents to identify and support children's learning needs. For instance, staff create precise plans to support children with special educational needs and/or disabilities. They review children's targets regularly with professionals. This helps children to make good progress.
- Staff support children to make good progress through a broad and balanced curriculum. Through discussion with the inspector, staff demonstrate that they are familiar with the overall curriculum aims for the children. However, at times, they do not implement these aims fully. For instance, children are not always swiftly supported to build on what they already know to help them make rapid progress.
- Managers regularly consult with the staff team about how to adapt the setting and listens to their thoughts and opinions. Staff mention that they feel very valued, and that the nursery is a 'wonderful place to work'. Staff are encouraged to make use of the range of training available to them. The management team continuously reviews the staff's training needs. The staff recently attended training to help further support children to regulate their feelings and emotions.
- Care practices are effective. Staff help younger children understand the routines when managing their personal hygiene through verbal and visual support. Older children understand the need to wash their hands after using the bathroom and before eating.

Safeguarding

The arrangements for safeguarding are effective.

Managers create a strong safeguarding culture. All staff complete regular child protection training. They regularly update their knowledge regarding developments in safeguarding practices, such as county lines and protecting children from extreme views and behaviour. Staff have a secure understanding of what they must do should they have a concern about a child's welfare. Children are well supervised, in both the indoor and outdoor environment, to help ensure they are safe. Rigorous and robust procedures are in place to ensure the suitability of the adults working with the children.

What does the setting need to do to improve?

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

- support staff to implement the curriculum intent more sharply to build on what individual children already know and raise the quality of education to a higher level
- build on learning opportunities as they arise to extend children's understanding of making healthy choices.

Setting details

Unique reference number	EY242863
Local authority	Buckinghamshire
Inspection number	10238055
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	43
Name of registered person	Penn & Tylers Green Residents Society
Registered person unique reference number	RP520928
Telephone number	01494 817093
Date of previous inspection	29 March 2022

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. The manager holds a qualification 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

Claire Boparai

Inspection activities

- This was the first routine inspection the provider received since the COVID-19. 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 and the deputy manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, the deputy manager and staff during the inspection.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions and written feedback.
- The inspector sampled relevant documents.

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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