

Inspection of Village End

All Saints Church Hall, London Road, ASCOT, Berkshire SL5 8DQ

Inspection date: 2 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to see their friends. Staff greet children at the door and talk to them about their morning before coming to nursery. They know the children well and set up activities they know interest them. This helps children to feel secure and settled.

Staff build strong bonds with the children. They are caring and nurturing towards the children, asking them about how they feel. Children begin to learn the language of emotions. They learn to express and manage their own feelings. For example, during circle time, children take it in turns to say how they feel today. Staff ask children how they feel and what they can do to help them feel better. Children show care and compassion by offering cuddles to their friends who feel sad.

Children enjoy being physically active, particularly outdoors. Staff plan and resource the garden space to offer a variety of experiences for the children. They learn to climb, hop, skip, balance and ride bikes in a safe and secure garden. Children learn to navigate the space around them and manage risk to make sure they do not ride into another child.

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

- The deputy manager has a clear vision of what she wants children to learn. She shares this vision with the staff team. Staff plan weekly themes focused on children's interests. For example, children are learning about what makes them unique. They do an art activity creating a person and talk about different hair types, skin types and eye colour.
- Leaders reflect on practice and provide regular staff supervision. They highlight good practice and work together to address areas for development. They encourage staff's professional development through support, coaching and training. Staff report they feel valued and supported.
- Partnerships with parents are good. Parents comment on the communication between them and the nursery. They know what their children are learning and how they can support this further at home. Staff provide detailed feedback about their children's learning and progress.
- Children are beginning to learn some independence skills. They take themselves to the bathroom and wash their hands after. However, staff do not always offer opportunities for children to master their skills. For example, they often complete tasks for the children that they are capable of learning to do themselves, such as wiping their noses or pouring their drinks. This does not consistently promote children's self-care skills.
- The key-person system is secure and effective. Staff know their key children well

and plan activities which follow their interests. For example, children are keen to learn about minibeasts. The staff talk to the children about the habitats of the bugs they find. They ask children about what makes them different from another bug. Children talk about the difference between slugs and snails. They comment that snails carry their home on their backs, while slugs live under pots. Children are learning about the world around them and how they can help look after it.

- Children know the routines of the day and help with tidying and getting ready for group time. They join activities on the carpet and take part in action songs and rhymes. Children enjoy getting active and joining in with the actions. Staff plan the songs to link to children's prior learning about their bodies. Children identify their different body parts through the songs they sing.
- Staff plan for all areas of the early years foundation stage. They set up activities and resources for the children to explore and access. However, staff are not consistent in engaging children to explore their understanding and knowledge of mathematical concepts and language.
- Children show positive attitudes to learning. They are curious and engage in activities. They behave well and use good manners when asking for something. The staff promote respectful and positive relationships with children. This shows in how they talk to and listen to children. Children know and understand how to hold a conversation. They listen and respond when talking with their friends during snack time.

Safeguarding

The arrangements for safeguarding are effective.

The staff know the signs and indicators of abuse. They understand early warning signs that might mean a child is at risk of harm, including from issues such as female genital mutilation. They know the procedures to follow if they have concerns about the conduct of a member of staff. Staff share their knowledge of how to refer concerns and who they can report their concerns to. Daily risk assessments ensure the equipment and resources are suitable for use. Leaders review accident records and ensure children receive appropriate first aid.

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 more consistently promote children's independence and self-care skills
- strengthen staff's skills in supporting children's early mathematical development.

Setting details

Unique reference number	EY383966
Local authority	Windsor and Maidenhead
Inspection number	10309756
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	1 to 4
Total number of places	50
Number of children on roll	66
Name of registered person	Village End Partnership
Registered person unique reference number	RP906995
Telephone number	07836540433
Date of previous inspection	8 January 2018

Information about this early years setting

Village End registered in 2008. It offers a range of services, including breakfast, after-school and holiday clubs, in addition to pre-school and nursery provision. Village End operates from 8am to 6pm throughout most of the year. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are four staff working directly with the children, three of whom hold appropriate qualifications in early years at level 3 or level 4.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- This was the first routine inspection the nursery 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector carried out joint observations with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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