

# Inspection of Village Centre Pre-school

The Village Centre, Beech Tree Road, Holmer Green, Buckinghamshire HP15 6XG

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Inspection date: 14 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff use the daily routine to develop children's independence skills in readiness for school. Children get ready to go outside to play and put on their coats and wellington boots. They butter their bread at snack time and help to tidy up at the end of the session. Children become familiar with the daily routine. The bell rings and they know it is time for registration. They sit on their 'spot', listen for their name and respond when it is their turn.

Staff enable children to learn about different occupations. Children use magnifying glasses to examine fingerprints in the 'police station', look at X-rays in the hospital and put bandages on the staff to make them feel better. Staff support children in building model houses and measuring how tall they are. They talk about how to keep safe by using their 'protective goggles' and to use the measuring tape correctly.

Children demonstrate a positive attitude to learning, including children with special educational needs and/or disabilities. They enjoy playing outdoors and use their imagination, such as going on a 'T-Rex' hunt and making 'stick stew' in the mud kitchen. Children concentrate as they climb and balance on crates. Staff support them to count as they go.

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

- Leaders and managers have a clear understanding of the early years curriculum. They monitor and evaluate the provision and discuss this during staff meetings. Staff complete annual appraisals to identify what they do well and any areas they might want to develop further. However, there is less focus on leaders and managers evaluating individual staff's practice to identify how they can further improve the support they provide for children's learning. Staff recruitment procedures ensure that anyone working with children is suitable to do so.
- Staff work as a team to plan a varied and well-balanced curriculum for all children. They ensure that each area of learning is included, with a focus on children's confidence, communication, language and social skills. Staff know their key children well and use this information effectively so they can plan and provide activities to support children's developmental needs. Staff work in partnership with other professionals to target children's care and learning needs, including children who are funded, to help them make good progress in their learning.
- All staff have completed training in safeguarding to ensure they know how to keep children safe. Staff are vigilant when children move from one area to another. They ask children to count their friends before they go outside and when they come back in from the garden. Effective risk assessments are

completed on activities. For example, when children play in the garden, a member of staff monitors the gates to ensure that no one can leave the area unsupervised.

- Staff promote children's communication and language well. They plan exciting activities, for example 'Silly Soup' where children learn to listen and take turns in identifying the objects they add to the bowl. Children love to listen to stories. They follow simple actions, such as tickling their toes. Staff help the children to learn new words to add to their vocabulary, such as 'tipping', and explain what the words mean.
- Children learn to respect each other and the diverse community. For instance, they take part in a range of art and craft activities to help them learn about the different festivals throughout the year. They look at photos supplied by parents and talk about what makes their family special and who lives in their home.
- Parents comment that activities are fun and educational. They say the staff go 'above and beyond' to support their child. Parents confirm they can see how their child has grown in confidence since starting pre-school. Staff provide parents with information about the weekly activities and what children will be learning. This enables parents to contribute towards their child's learning. Staff provide regular updates through parents' meetings and electronic communication. This helps to keep parents informed about their child's developmental progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- extend the systems for supervising staff practice further to build and improve their skills and knowledge over time.

## Setting details

<b>Unique reference number</b>	EY260329
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10317235
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Berryman, Sheridan Louise
<b>Registered person unique reference number</b>	RP513023
<b>Telephone number</b>	07709657399
<b>Date of previous inspection</b>	4 May 2018

## Information about this early years setting

Village Centre Pre-school registered over 30 years ago and operates in Holmer Green, High Wycombe, in Buckinghamshire. The pre-school is open each weekday during school term from 9.15am until 12.15pm on Monday and Wednesday and from 9.15am until 3.15pm on Tuesday, Thursday and Friday. There are seven members of staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four.

## Information about this inspection

### Inspector

Maria Conroy

## 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 their evaluation of the provider.
- The manager and the inspector carried out a joint observation of an activity to support children's language and mathematical skills.
- The inspector observed the interactions between staff and children.
- The manager and the inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- The inspector spoke to parents to consider their views on the pre-school.

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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