



Little Villagers Pre-School

Inspection report for early years provision

Unique Reference Number	EY315341
Inspection date	07 June 2006
Inspector	Catherine Hill
Setting Address	c/o Windlesham Village Infant School, School Road, Windlesham, Surrey, GU20 6PB
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Registered person	Village Pre-Schools Ltd.
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Little Villagers Pre-School is one of two provisions privately owned by Village Pre-Schools Limited. It was registered in 2006. It operates from a self-contained building within the grounds of Windlesham Village Infant School. The pre-school serves the needs of families in the area and the intake reflects the local community. The group is registered for 26 children aged between two and under five years. The setting supports children with learning difficulties/disabilities and those who speak

English as an additional language. The provision is in receipt of nursery education funding. There are currently 26 children on roll and, of these, 10 are in receipt of funding. The pre-school operates each weekday from 09.00 to 12.00 and 13.00 to 15.40, term time only, with an additional early drop-off facility and supervised lunch. Children attend for a variety of sessions or stay all day. Six members of staff work with the children, four of whom hold a recognised early years qualification. Professional development is ongoing for all staff. The setting receives support through a teacher mentor from the school and the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have excellent opportunities to develop healthy bodies through daily physical exercise and play both indoors and outside. They play in the fresh air daily and their physical skills are exceptionally well developed. They carefully negotiate steps down to the play area and climb the steps on the climbing frame. They revel in the freedom of outside play and are constantly active outside moving from piece of apparatus to another. They understand how to use their arms to help balance as they walk across balance beams and skilfully manoeuvre wheeled toys along paths whilst showing care and consideration for others at play. They demonstrate very good hand-eye coordination as they manipulate small pieces to complete puzzles and join construction blocks together to make a zoo layout.

Children thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. Children play in a clean, hygienic environment and a high level of adult support and guidance ensures children develop an understanding of the importance of washing hands. Children develop an understanding of a healthy lifestyle through planned topic work on Healthy Bodies and through visitors to the pre-school. They help themselves to water from a mini water cooler during sessions and enjoy healthy snacks. During topic work staff introduce children to foods from different cultures to broaden their tastes.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are very happy and settle quickly and well in the familiar surroundings of the pre-school. They part happily from their parents and carers and settle on the mat for circle time before eagerly rushing to engage in activities. They play purposefully in the stimulating environment with their artwork well displayed alongside educational posters of, for example, the alphabet and colours. Staff make effective use of the indoor and outdoor environment to provide children with excellent opportunities for independent and group play. Children move freely and safely around the setting and settle to play with table top activities, for example puzzles, and floor activities. Children use high quality equipment which is appropriate to their age and stage of

development. They enjoy using the child height blackboard for mark making and drawing and show interest and excitement in what has been set out for them. There is an excellent extensive range of resources, easily accessible to all children, which promote learning in all skill areas. Outside, children enthusiastically take advantage of the super range of equipment and thoroughly enjoy moving from one piece of apparatus to another to reinforce and practise their skills.

The safety of children is paramount and staff are extremely vigilant to ensure risks to children of accidental injury are minimized. Daily risk assessments are carried out and children learn how to keep themselves safe, for example, as they take part in regular fire drills. Staff have an excellent understanding of how to achieve a balance between setting safe limits and allowing children the freedom to learn through practical discovery. Staff closely supervise outside equipment with higher risk but allow children to use wheeled toys which they quickly learn to manoeuvre around one another safely. Children's welfare is enhanced as staff understand their role with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relax and enjoy their childhood at the pre-school where high levels of staff supervision ensure children can explore and learn within a safe, secure environment. Children receive sensitive staff support until they are ready to independently face new challenges. They are given time for independent discovery and staff set realistic and achievable targets for children's learning. Staff plan activities which provide children with excellent opportunities to progress in all skill areas. Plans show links to both the Foundation Stage curriculum and Birth to three matters framework and activities are differentiated to ensure children receive appropriate levels of support.

Nursery Education

The quality of teaching and learning is outstanding. Children are eager to learn and are making excellent progress towards the early learning goals. They are proud of their achievements and show an excellent understanding of fairness as they amicably share resources. They are extremely happy and giggle and laugh with their friends as they have fun singing songs. They have a very good understanding of letter/sound links developed through regular phonic sessions and through activities linked to the letter sound of the week. They are confident speakers and staff encourage children to repeat new words to reinforce their learning. Children's mathematical development is excellent. They recognise and can name different shapes and enjoy using the large abacus to reinforce and further develop their counting skills as they count to 10 and beyond. They are developing a good understanding of simple calculation as they sing number songs, such as Five Currant Buns. Children learn about the wider and natural world through visitors to the pre-school, outings and through digging and growing plants in the pre-school garden area. They solve problems when designing and making objects as they try different size pieces of construction until they find the right fit for their model. They notice changes in the weather and daily activities develop their understanding of the passage of time.

Children make excellent progress in physical development. They thoroughly enjoy outside play and make maximum use of opportunities to reinforce and further develop their skills. They use different apparatus as they practise their climbing, sliding, cycling and balancing. Their fine motor control is well developed through use of a range of tools and equipment. They engross themselves in imaginative play and pretend to cook and eat dinner as they play in the role play area. They develop a sense of rhythm as they clap the number of syllables in their names and enthusiastically join in with singing songs whilst skilfully matching actions to the words.

Staff effectively use a range of teaching skills to extend children's knowledge and skills. They clearly explain activities to children and plan a very good range of interesting, worthwhile activities to stimulate children's learning. Children learn at their own pace and staff use highly effective systems to observe, monitor and record children's achievements and to plan the next steps in their learning.

Helping children make a positive contribution

The provision is outstanding.

Relationships within the pre-school are excellent. Children are familiar with pre-school routines and are warmly welcomed into the group by smiling, friendly staff. They settle well, are at ease and feel a sense of belonging and ownership of their environment. They have named coat pegs and their artwork is displayed by staff who value all children's efforts. All children play a full part in pre-school life because staff value and respect their individuality. Circle time effectively brings all children and staff together to form a positive start to the daily session. Children show patience during play and a sense of responsibility for their environment as they help tidy away resources during sessions. They have excellent self-esteem as a result of the praise and encouragement they receive from staff and their spiritual, moral, social and cultural development is fostered appropriately. They develop an excellent understanding of the wider world through planned activities, outings and visitors to the group.

Children's behaviour is excellent. Staff have high expectations of behaviour and act as positive role models. Children demonstrate a very good understanding of right from wrong, happily share resources and exhibit good manners as they politely ask for things. Staff support younger children to develop an understanding of good behaviour as they gently remind them not to throw sand.

The pre-school's partnership with parents is outstanding and this contributes significantly to children's well-being in the pre-school. Parents' views about their child are actively sought before the child starts at the setting and a regular exchange of information keeps parents well-informed about their child's progress. Parents are extremely positive in their praise of the pre-school and the care and education offered to their children.

Organisation

The organisation is outstanding.

Organisation within the pre-school is excellent. Children benefit from the sensitive support of highly skilled and qualified staff. Staff are dedicated and professional and expertly organise a welcoming, stimulating and positive environment for children. Space, both indoors and outside, is laid out to maximize play and learning opportunities for children. Staff are aware of their roles and responsibilities and have an excellent understanding of the children in their care. They work cohesively as a team to provide a high level of care and education for all children. Staff are cheerful and ensure children are happy, settled and have access to meaningful experiences within an atmosphere highly conducive to learning.

The leadership and management of nursery education is outstanding. The management are committed to maintaining high standards and further improving their provision and practice is constantly evaluated and monitored. The pre-school are aware of their strengths and have identified areas for future development, for example they plan to further develop the outside area for children. They are forward thinking in assessing new proposals within the sphere of childcare and education to judge the impact they may have to their setting and what changes to practice they may need to make. Professional development is ongoing for staff to reinforce and further their skills. Documentation is in place to support all areas of practice and is very well maintained. Overall, the pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable. This is the first inspection since registration.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk