

Little Villagers Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

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 in the grounds of Windlesham Village Infant School in Windlesham, Surrey. The pre-school serves the needs of families in the area and the intake reflects the local community. It is registered on the Early Years Register to care for a maximum of 26 children aged between two and the end of the early years age range at any one time. There are currently 50 children on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. It operates each weekday from 9am to 12.15pm and 1pm to 3.40 pm during term time only. There is also an additional early drop-off facility and supervised lunch session. Children can attend for a variety of sessions or stay all day. 10 members of staff work with the children, six of whom hold a recognised early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding developmental progress and are exceptionally keen to learn. A key strength of the provision is the extremely positive approach of staff and their highly effective implementation of planning, which is primarily driven by children's individual interests and ideas. Highly effective partnerships with parents ensure individual children's needs are met and their protection assured. Overall, partnerships with other providers are good. Leadership and management, including the capacity for sustained improvement, is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the regular two-way flow of information with all other providers to promote a shared approach to children's care and learning.

The effectiveness of leadership and management of the early years provision

All staff attend child protection training and have an excellent knowledge of the procedures to follow if they are concerned about a child. Consequently, children's welfare is comprehensively safeguarded. There are excellent systems in place to ensure staff suitability. Staff complete very robust risk assessments, which maintain children's safety during all outings. They use daily tick lists to check all areas of the premises and record details of any action taken. As a result, children

play in an extremely safe and secure environment.

Since the last inspection the pre-school has completed a comprehensive self-evaluation. This clearly shows staff's excellent ability to reflect on the quality of the provision and make changes that dramatically improve outcomes for children. For example, they have developed a parent booklet that provides new parents with guidance on children's learning. Last year staff started working towards a local authority quality improvement award, which has further enabled them to sustain continuous improvement and maintain the high quality of care and learning that was identified at the last inspection. For example, planning has been thoroughly reviewed and significantly improved. Consequently, children are inspired and highly motivated in their learning .

Children develop an excellent understanding of diversity by taking part in a stimulating range of activities. For example, they collect leaves, twigs and construction materials to make a dragon's den to celebrate Chinese New Year and they learn about why Diwali is a special occasion. Staff work effectively as a team and put children at the heart of everything they do. Consequently, children are provided with an exceptionally calm, welcoming and highly stimulating environment where top priority is given to meeting their individual needs. The organisation of all play areas is exceptional. There is a wealth of easily accessible resources that successfully enable children to learn indoors and outdoors. A very well-organised 'free flow' system enables children to make independent decisions about where they want to play.

Children that attend more than one setting are provided with good continuity of care and learning because staff share key information with most other local early years providers. Staff also liaise with teachers from two local schools, who sometimes visit the pre-school before children transfer. Parental involvement is excellent . The pre-school operates an open-door policy and parents are invited to take part as a 'helper' during each session. Parents are kept exceptionally well-informed through daily communication with staff, a website and informal opportunities to discuss and share information about their children's individual progress and development. Parents are consulted about all aspects of the provision during coffee mornings and through the use of a comments book. Discussions with parents during the inspection show they are extremely happy with the pre-school. For example, they say 'My child settled in quickly and the staff communicate with me very well. It's very 'hands on' and there are lots of activities set up and a variety of things my child can choose to do'.

The quality and standards of the early years provision and outcomes for children

Staff plan an exceptional range of indoor and outdoor activities that are linked to children's individual interests, ideas and the early learning goals. For example, when children show interest in writing letters, staff respond by setting up the imaginary play area as a sorting office. They then encourage children to write letters and draw pictures, which they post to their parents. Staff tell children at the

beginning of each session about the activities and resources available, which successfully promotes their inclusion. Children's interest in learning is fully encouraged through the exceptional opportunities they have to make independent choices within their play. This includes choosing whether to play inside or outside for part of the session and being able to make their own decisions about whether to join in adult-initiated activities. As a result, children's concentration levels are exemplary. Staff have an in-depth knowledge of their key children's developmental progress. They use this knowledge to create individual plans, which include the next steps for learning towards the early learning goals. These are shared with parents and used highly successfully in practice to promote all children's learning. As a result, children make outstanding progress in their learning and development.

Children are exceptionally happy, settled and well-behaved. Their enthusiasm for learning and their persistence during self-chosen and adult-led activities is exceptional. They work together to achieve their aims, for example, when joining pieces of a puzzle, and are happy to take turns during all activities. Children are developing an excellent ability to communicate and enjoy taking part in 'show and tell' sessions. They are keen to talk about items they bring to the pre-school, such as photographs of a special day with their family. Staff ask questions in way that successfully captures children's interest, which further promotes their learning. Children can recognise their names. They make marks and attempt writing for different purposes and some can write their names with most letters correctly formed. They show exceptional concentration as they listen to stories. This is enhanced by regular visits from the local librarians, who read stories and encourage children to learn about the process for borrowing books.

Children are beginning to learn about simple addition and subtraction as they take part in adult-led games. They are beginning to use language such as 'heavy' as they weigh items, such as mobile phones, on scales in the pretend post office and recognise numbers on large calculators. Staff plan exciting related activities. For example, they arrange an activity using water pistols to shoot at different sized numbers. Children show an excellent understanding of how to operate simple programmes on the computer. They learn about the role of people in the community through visits from the emergency services and health visitors. Staff plan excellent activities to help children develop their co-ordination and move spontaneously, such as obstacle courses and music and movement sessions. Children show excellent hand and eye co-ordination as they build and construct with purpose, using small bricks to create trains and aeroplanes, and they persist at making different designs.

Children develop excellent creative skills as they paint rainbows at the easel, sing familiar rhymes, draw pictures of hyenas, make their own designs using play dough and take part in cooking activities. All creative resources are easily accessible so children can help themselves. This successfully promotes children's independent creativity.

Children learn highly effectively about how to stay safe. They take part in informative safety discussions on outings and during visits from the local lollipop person. They take part in regular evacuation practices and know what to do in the event of a fire. They are also fully encouraged to adopt healthy lifestyles. They

enjoy nutritious snacks which help them learn about healthy eating and are fully involved in the preparation and setting up of snack times. As they progress, they are encouraged to help prepare the fresh fruit and wash up the plates. They make sandwiches and butter toast and crackers, which further develops their independence. They develop an excellent awareness of the risks of cross-infection and follow exemplary hand washing procedures. They take part in an extensive range of physical activities to help them keep fit.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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