

The Village Pre-Schools

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



Inspection date 20 October 2016
Previous inspection date 12 July 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is consistently of a very high quality. The activities and planning are inspirational and worthy of sharing with other settings. Staff provide an exceptional range of resources and activities that reflect meticulous planning and management of the curriculum.
- Staff provide parents with a wealth of information to help them fully understand their children's development and what needs to happen to support them further. Parents speak very highly of the service they receive.
- The manager and the deputy manager have a deep understanding of their roles and make excellent use of the networks and support offered to them. Staff receive an excellent range of support and training to ensure that their skills and children's learning are continually improving.
- Children's behaviour is exemplary. They do not distract other children and they remain highly engaged in their own learning experiences. They are highly motivated to join in. All children make high rates of progress from their starting points. Where delays are identified, staff take prompt and rigorous action to provide further support.
- Staff support children's emotional well-being exceptionally well. They also provide experiences to broaden children's understanding of themselves and their place in the world, and how they are similar or different to others.

What the setting needs to do to improve further

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

- refine the monitoring of groups of children even further, to strengthen ongoing evaluations of teaching and learning, and help children to make even better progress.

Inspection activities

- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- The inspector and the supervisor jointly observed a planned activity together.
- The inspector observed staff interactions with children during the daily play routines.
- The inspector viewed a range of documentation, including children's records and the provider's risk assessments.
- The inspector held a meeting with the management team and spoke to key people at appropriate times throughout the inspection.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is extremely effective in evaluating the provision and making improvements. Since the last inspection, the quality of teaching has improved significantly. Although systems to monitor the progress of groups of children are in their infancy, the manager has clear plans to develop these further. She knows individual children's needs very well. For example, the manager monitors individual attainment very closely. In addition, changes made have had an excellent impact on staff skills. The manager accurately monitors staff practice and ensures their professional development helps to maintain the highest possible standards of care. Safeguarding is effective. Policies and procedures are continually implemented to support children's welfare extremely well. Staff fully understand how to report concerns about a child's well-being.

Quality of teaching, learning and assessment is outstanding

Staff knowledge and skills are exceptional. Staff produce well-planned learning opportunities for all children. Staff extend activities through a range of methods. For example, they add resources and offer thought-provoking questions to keep the children's curiosity going. In addition, staff support children's imaginations and help them investigate the world around them. Parents receive a wealth of information about their children's needs. There is a highly effective system of planning and assessment in place. Staff make rapid assessments of children's abilities from when they join, to help children make excellent, ongoing progress ready for their future learning.

Personal development, behaviour and welfare are outstanding

Staff make excellent use of what they know about children to help them settle in very quickly. They are highly sensitive to the emotional and physical needs of children. For example, children use their personalised boxes to share what is special to them with others. Children's confidence and social skills are developing extremely well. Older children enjoy the responsibility of small tasks and helping younger or more inexperienced children. Children have a clear understanding of rules and boundaries. For example, they use visual aids to help them learn about waiting and turn taking. Children get plenty of varied, exciting experiences to develop their physical skills each day.

Outcomes for children are outstanding

Children make extremely good progress from their individual starting points. They develop excellent mathematical skills. For example, they sort and count beads, and reorganise these when they notice that they have ordered them incorrectly. Children are highly engaged; for instance, as they roll objects down a chute. They know which items will roll down easily and those that will not. Children have strong communication skills, a wide vocabulary and the ability to use excellent description in conversations.

Setting details

Unique reference number	EY242863
Local authority	Buckinghamshire
Inspection number	1028802
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	40
Name of registered person	Penn & Tylers Green Residents Society
Registered person unique reference number	RP520928
Date of previous inspection	12 July 2013
Telephone number	01494 817093

The Village Pre-Schools registered in 1965. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school opens each weekday, from 9.15am to 3.15pm, and offers a holiday club for two weeks during the summer holidays. There are 10 staff, eight of whom hold relevant early years qualifications at level 3 and two who hold qualifications at level 6. The manager and supervisor are trained forest school leaders and run forest school sessions two afternoons a week.

This inspection was carried out by Ofsted 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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