

Village End

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



Inspection date	8 January 2018
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is developing very effective links with other local early years providers. For example, a new programme to advance children's skills in literacy builds on guidance and goals shared with local schools.
- Staff include a speech and language therapist who helps the team focus more precisely in closing gaps and delays in children's early communication and language development. Staff also continue to broaden their skills in meeting the needs of children who have special educational needs (SEN).
- New ways of assessing and monitoring children's progress are accurate, accessible and discussed with parents. The manager evaluates and further improves all new initiatives.
- Staff treat children with a great deal of respect and care. They create a very harmonious, professional and nurturing environment where every child knows they are valued and families say they feel very welcome.
- Strong links exist between the out-of-school clubs and the local schools. Older children act responsibly and help younger children to look forward to starting school.

It is not yet outstanding because:

- Information sharing with parents is not sufficiently established to provide continuity in developing children's mathematical skills to the highest levels.
- Children who prefer to play outdoors have considerably less opportunity to explore and express their interests, particularly in the winter months.

What the setting needs to do to improve further

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

- provide ideas and ways of sharing information with parents to support their children's mathematical development at home
- increase opportunities for children who prefer to play and learn outside to follow their interests.

Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the owners.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training was contributing to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The couple who own and manage the nursery have worked steadfastly to extend their out-of-school clubs and also offer safe, informed and exciting day care. They underpin all areas of children's health, safety and welfare at and around the nursery with carefully thought through and delivered policies and procedures. For example, risk assessments of school transfers are precise and staff follow ways to help keep children safe. Parents are very well informed about the daily running of the nursery. Managers seek, respect and respond promptly to parents' views and questions. Safeguarding is effective. The owners have an in-depth knowledge of how to recognise and manage concerns about children's safety and protection. They ensure staff receive appropriate training in safeguarding and first aid and check they can act appropriately and independently should they need to.

Quality of teaching, learning and assessment is good

Well-qualified staff continue to develop their knowledge and apply new skills to raise the quality of their teaching to even higher levels. The manager leads by example, nurturing children's imaginations and guiding staff to challenge children's thinking to deeper levels. For instance, fascinated by the many possibilities of a small suitcase, children and staff identify destinations on a map and create an aeroplane. Young children delight as they pretend to order and buy a snack from the air crew. Older children listen carefully and begin to understand new concepts, such as altitude and its effect on their breathing. Children's play is diverse, staff follow their interests and skilfully build on their learning.

Personal development, behaviour and welfare are good

Staff prepare play areas that quickly capture children's attention and curiosity to explore. They know children well, sensitively meet their individual needs and provide them with emotional security during times of uncertainty. Children settle in quickly, enjoy mixing with and making friends of different ages and rapidly gain further self-confidence. Staff help children learn to be safety conscious without being fearful. They imitate safety rules within their play and routines. For example, staff help children make sure that safety knives, chopping boards and fruit are all well positioned before cutting food for snack.

Outcomes for children are good

Children across the different age groups are making good progress in their learning. Young children have plenty to talk about and know the joy they can bring to other children and adults when they share their thoughts and ideas well. Older children move easily between imaginative play and the next steps in understanding letter sounds and shapes. They have a thirst for investigation and discovery and a willingness to try new ventures indoors and outdoors. Children learn to take care of their toys and resources. They enjoy physical activities, such as dancing, performing and pretending to ice-skate.

Setting details

Unique reference number	EY383966
Local authority	Windsor & Maidenhead
Inspection number	1115359
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	50
Number of children on roll	66
Name of registered person	Village End Partnership
Registered person unique reference number	RP906995
Date of previous inspection	21 January 2015
Telephone number	01344621519

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. The fourth member of staff is a qualified speech and language therapist. The nursery also employs a minibus driver.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

