

Inspection of Little Villagers Pre-School

Little Villagers Pre-School C/o Woodcote House School, Snows Ride, Windlesham, Surrey GU20 6PF

Inspection date: 22 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the pre-school. They benefit from highly impressive individual settling-in arrangements. Staff work closely with parents to ensure that they understand the unique needs of each child. This supports children's emotional development extremely well and helps them to build secure attachments with their key person. Children are welcomed into the pre-school by warm, welcoming and enthusiastic staff. They settle quickly and are extremely eager to explore the highly stimulating environment.

Children are eager to engage in extensive activities that develop their knowledge and skills across all areas of the curriculum. They demonstrate a tremendous attitude to learning. All children, including those with special educational needs and/or disabilities, are eager to explore, investigate and find out new things.

Children's behaviour is exemplary. Staff encourage children to talk about their feelings, which helps them to understand the impact that their behaviour choices can have on others. Children manage their own behaviour impressively as they follow rules and negotiate with others. For example, they politely ask others if they can have a turn using equipment. Children demonstrate a comprehensive understanding of the difference between right and wrong and avoid conflict and dispute. They play harmoniously alongside each other, share, take turns and are polite and respectful.

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

- Staff meticulously plan learning experiences for individual children, considering how to build on children's prior knowledge. They expertly support children to develop their thinking skills. For example, when discussing an oval shape, they encourage children to make connections to objects of the same shape. Children identify that a rugby ball is an oval shape.
- Respect for others is fully embedded into practice. Staff are highly successful at giving children experiences that promote an understanding of people beyond their own family and community. Children learn about different cultures and what it would be like to be a child from another country. For example, staff invite parents into the setting to read stories to children in their home languages and talk about their traditional culture and celebrations.
- Staff place a significant focus on supporting children's communication and language skills. Children with speech and language delays benefit from one-to-one experiences to help boost their listening, attention and speaking skills. Staff use highly effective teaching strategies, including modelling good language, repeating, recalling, and questioning children to determine their level of understanding. This enables them to adapt their approach to meet the individual

needs of children. Subsequently, all children make significant progress in their learning.

- Partnerships with parents are exceptional. Pre-school staff keep parents well informed and updated about their children's learning through daily discussions, observations and regular assessments. Parents speak very highly about the pre-school. They comment on how well staff support children and how they make suggestions on how parents can support learning at home. This helps to ensure that learning and development are consistent and children achieve the best possible outcomes.
- Children develop an interest in mathematics from a young age. Staff skilfully incorporate the use of numbers and counting into everyday conversations and play. For example, children count the number of scoops of water it takes to fill up a jar and record this. When they repeat the activity, they identify that it took one more scoop the second time. Older children confidently count to 20.
- Staff have a critical approach to evaluating activities to make sure they have the maximum impact on children. They discuss children's interests after each session and use these to extend children's knowledge further. For example, staff identify that children are curious to explore what happens when some colours are mixed. They respond by planning further opportunities for children to experiment using a wider range of colours. Staff question children to see if they can predict what colours they will create.
- Children have access to an excellent variety of books. They readily sit and look at books in the 'book area'. Children animatedly talk to adults about their favourite books and describe what happens in them. For instance, they talk about the character in the book blowing up a balloon. They giggle when they recall the balloon making a large popping sound when it bursts.
- Leaders and managers provide excellent supervision and training to develop staff's knowledge and skills. This helps to continually improve the excellent outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff keep their safeguarding knowledge up to date. For instance, staff complete regular training and discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with the whistle-blowing policy and procedures for reporting allegations or concerns about adults working with children. Staff have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm. This includes safeguarding issues such as exploitation, radicalisation and female genital mutilation. The provider implements safer recruitment procedures to ensure that all staff are suitable to work with children.

Setting details

Unique reference number	2552343
Local authority	Surrey
Inspection number	10215765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	57
Name of registered person	Village Pre Schools Limited
Registered person unique reference number	RP903271
Telephone number	01276 473845
Date of previous inspection	Not applicable

Information about this early years setting

Little Villagers Pre-School moved premises and re-registered in 2019. The pre-school is located in Windlesham, Surrey. It operates Monday to Friday, between 8.30am and 4pm, term time only. The pre-school employs 14 staff, including four bank staff. Of these, two hold a level 4 qualification, six hold a level 3 qualification, two hold qualified teacher status, and three are unqualified. There is one Forest School Leader. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The views of the parents were gathered through face-to-face discussions.

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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