

Inspection of Loudwater Village Pre-school

St. Peters Vicarage, Treadaway Hill, Loudwater, High Wycombe HP10 9QL

Inspection date: 9 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The staff provide opportunities for children to have fun in the mud kitchen, making 'potions' and pots of tea. Children fill up containers from the water butt, turning the tap carefully. They add leaves and sticks, then shake their ingredients together, before taking a step back to admire their finished 'potion'. Staff are vigilant, and when children finish playing in the water, they get them changed into dry clothes.

Children enjoy eating their packed lunch with their friends and the staff. They chat about what they have in their packed lunch and learn to open containers and packets independently. Children talk about healthy eating during snack time and discuss the importance of brushing their teeth each day to keep them clean.

Staff provide opportunities for children to strengthen their physical ability. They set up an obstacle course in the garden and encourage the children to take risks in their play. Children climb and balance on the crates, jumping into the tyres as they go around the course. Children love riding the balance bikes. The provider plans to use funding to support children in learning to how to use pedal bikes. Children demonstrate they know the daily routine. They put their coat on when getting ready to go home, gather their bag, wait patiently for their name to be called then sing the 'goodbye song' to their friends.

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

- The staff are all new to their roles. The provider ensures that the staff complete mandatory training to ensure all their qualifications are up-to-date, including paediatric first aid and safeguarding training. New staff have an induction to ensure they understand their roles and responsibilities. This is extended to supervision meetings, which support staff's professional development and enable the provider to check their continued suitability to work with children.
- Staff plan a curriculum based on the needs of the children. They focus on the importance of developing children's communication skills and helping them to become confident in their use of the English language. Staff provide opportunities for children to develop their physical strength in both their big and small muscles. In addition, the curriculum focuses on helping children to learn about their emotions, develop social skills and build confidence.
- Staff encourage children to become independent. They arrive with their coat and bag and hang them up on the peg. They identify them at the end of the day and sit ready for their parents to pick them up. During snack time, children butter the crackers they eat. They count the number of grapes they place on the plate using tongs, promoting good hygiene practice. Children pour milk into their cup and wash their hands before they sit down at the snack table
- Children follow simple rules. For example, they know they must tidy up the toys

before they go outside to play. Children understand the routine when they arrive. They register their names on the board. Staff help children to understand that they must wait their turn during activities. Children generally concentrate for long periods and are motivated in their play. For instance, they spend time concentrating as they cut spaghetti with scissors.

- Staff support children's communication skills. There are good levels of engagement between staff and children. Children enjoy singing songs and following simple actions. They enjoy looking at books and listening to stories. However, on occasions, the organisation of story time does not meet the needs of all children and they become distracted. Staff talk to children during their play about what they are doing. They all sing the 'goodbye song' before they go home and staff encourage them to listen for their name when their parents arrive.
- Staff work in partnership with parents. They meet with parents each term to share information about their child's development and what they are working on to extend their learning. Staff share developmental checks with parents, including the two year progress check. This enables parents to gain ideas on how they can support their child further when at home. Parents comment that they can see the progress their child has made in their language skills and they speak more English at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support the staff in reviewing how they manage group story time, to ensure that it is tailored to meet the needs of all the children.

Setting details

Unique reference number	2693716
Local authority	Buckinghamshire
Inspection number	10363655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	12
Name of registered person	Little Buddies Preschools Limited
Registered person unique reference number	RP534882
Telephone number	07468886213
Date of previous inspection	Not applicable

Information about this early years setting

Loudwater Village Pre-school is open Monday, Wednesday, Thursday and Friday from 9.15am to 1pm, term time only. There are three staff, of whom one has a level 6 childcare qualification, one has a level 3 qualification and one has a level 2 qualification. The pre-school accepts funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The manager and inspector completed a learning walk and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector and manager carried out a joint observation of a communication and language activity.
- The inspector spoke to the parents to gain their views of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024