

# Chearsley and Haddenham Under Fives Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY252662
<b>Inspection date</b>	02/11/2011
<b>Inspector</b>	Kay Williams

<b>Setting address</b>	Haddenham St Mary's C of E School, Aston Road, Haddenham, Buckinghamshire, HP17 8AP
<b>Telephone number</b>	07952 329 337 (Mobile)
<b>Email</b>	annemariebarker@btinternet.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Chearsley and Haddenham Under Fives at Haddenham is one of two pre-schools managed by a voluntary committee of parents. The pre-school was registered in 2003 and operates from a room situated within the grounds of St Mary's Church of England School in the village of Haddenham, located within the county of Buckinghamshire. There is an enclosed outdoor play area. The pre-school is registered for a maximum of 24 children in the early years age group, with none under the age of two years. There are currently 41 children in the early years age group on roll. The pre-school is open term time only from 9.15am to 3 pm Mondays to Thursdays and 9.15am to 1pm on Fridays. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school provides funded early education for three- and four-year-olds. There are seven staff working with the children, six of whom hold early years qualifications to at least level 2. One member of staff holds Early Years Professional Status. The pre-school is supported by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun at the pre-school as they spend time in playing with interesting activities. Staff use their detailed knowledge of all children's separate requirements to generally support their learning well and promote their sense of well-being. As a result, children make good progress overall. Partnership working is a strength of the pre-school and parents are actively involved in many aspects of their children's learning. Children feel safe and secure. Staff are committed to evaluating and developing their provision, demonstrating a strong capacity to maintain improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of the sessions to provide a better balance in timing between adult-led activities and those that children choose for themselves, considering how best to meet all children's needs, with particular regard to 'circle time' and 'snack time'
- strengthen the existing systems for sharing information with parents about the children's achievements in order to keep them fully informed about the progress that children are making towards the Early Learning Goals.

## **The effectiveness of leadership and management of the early years provision**

Staff have good knowledge of safeguarding procedures and a clear understanding of their responsibility to protect children from harm, which they do well. Robust recruitment procedures are in place to ensure that staff are suitably qualified to work with children. Regular support and supervision sessions monitor their continued suitability. Staff conduct daily health and safety checks vigilantly to ensure that all areas of the pre-school are safe for the children to use. A detailed risk assessment is conducted annually to further eliminate risk.

The pre-school is well managed. This firmly established and committed staff team strive to maintain and enhance their existing high standards. Open and honest self evaluation allows staff to appreciate what they do well and make proactive plans to support improvement. For example, they have made significant improvements to the outdoor provision which now offers a greater diversity of resources and learning opportunities for all children. This has significantly improved the developmental progress of boys who prefer learning outdoors. All the recommendations made at the previous inspection have been addressed effectively. Staff have already identified for themselves the minor weaknesses in the existing system for informing parents of the children's progress. While parents attend regular meetings to discuss their children's progress the learning aims are not always explicit.

The staff have established strong links with the parents and this has created good working relationships. The parent rota is well supported and they regularly help out in the pre-school. Clear guidelines relating to the role that they are expected to fulfil at such time makes their input especially significant. Effective communications with parents support children's well being and progress, such as with links to their children's 'key person'. Parents hold the staff in high regard and speak explicitly of their satisfaction regarding the quality of the provision. Inclusive practice is a positive feature of the pre-school. All children are valued as individuals and treated with respect and equal concern. Detailed information is collated from parents when the children first start and this helps staff to plan for children's individual needs. For example, children who learn English as an additional language are well supported by staff. They take time to learn key words in children's home languages. Consequently their linguistic identity is positively valued. Furthermore, there are effective systems in place to identify children's specific needs. Valuable partnerships with outside professionals results in such children's additional needs being met successfully. Staff establish excellent links with schools support continuity in care and learning when children move on from the pre-school.

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

Children thoroughly enjoy their time spent at the pre-school. Staff have a good understanding of the Early Years Foundation Stage Framework and use this to provide a wide range of stimulating and worthwhile activities. Staff collate comprehensive information regarding the starting points in children's learning.

They use their knowledge of the children's abilities and interests effectively to plan play that captures children's curiosity and develops their concentration. Consequently children are making good progress in all areas of learning. Children are very settled at the pre-school and they part happily from their parents and carers. Photographic displays of the children's families and named boxes to store their personal effects strengthen their sense of belonging. Children feel safe and show an extremely strong sense of security because they have excellent relationships with the staff. The well established 'key person' system creates a positive connection between home and pre-school, which adds to the quality of the children's care and learning. Children play happily with others and there is a strong sense of community at the pre-school. Children behave exceptionally well, which helps keep them safe independently of adult prompts. They clearly have respect for each other and their pre-school. For example, children volunteer to help tidy away and they can often be heard advising each other to share and take turns fairly. This sense of supporting and respecting each other has been greatly enhanced by the pre-school's involvement with a special project. This project teaches children to learn how to consider the rights of others and how they can help people to feel valued and welcomed.

Children are articulate communicators and competently recall past events, such as a trip to the Natural History Museum. They are equally capable of predicting what they might enjoy doing on bonfire night. They use their early writing skills and identify their name cards at the 'registration table'. Children make good use of the well resourced book area and enjoy independent 'reading' and sharing stories with adults. Children are learning about their world and the environment as they observe and record the weather. They test out the effects of the wind when they fly kites, ribbons and scarves on the playing field. Creative learning is strength of the curriculum. Children make their own musical instruments and compare and contrast the sounds with real ones. They take pleasure in daily opportunities to paint and draw and especially enjoy using brushes and rollers to create large picture. Staff extend such experiences by playing music and children adapt their painting styles according to the changes in tempo.

Staff are very supportive of children's learning and their involvement with their play successfully encourages children's thinking and understanding. Overall they create a good balance of child initiated and adult led learning. Children especially benefit from being able to move outdoors when they wish, for much of the time. However, activities undertaken as a group interrupt children's play and concentration, so reducing the time for them to complete and consolidate their learning. Additionally, some group times follow each other, and do not meet the needs of all children completely. Children adopt a healthy lifestyle in the pre-school. They enjoy fresh fruit and milk for snack and drink water when they feel they need to throughout the day. They benefit from playing outside in the fresh air. They enjoy energetic activity daily as they run, climb and jump. Children have good knowledge of personal hygiene and the importance of hand washing to remove germs and prevent illness, especially before eating. Their health and well-being is further assured as all staff hold first aid qualifications. In addition, parents are advised about caring for children who become ill in order to reduce the risk of spreading disease by keeping sick children at home until they are better.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met