

# Chearsley and Haddenham Under Fives

Chearsley Village Hall, Winchendon Road, Chearsley, Aylesbury,  
Buckinghamshire HP18 0DP

<b>Inspection date</b>	12 December 2018
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 and staff are committed to continually improving the quality of the pre-school. They reflect on their practice regularly and strive to achieve consistently high standards.
- The well-planned activities and experiences on offer sustain children's interest and keep them engaged. Children are motivated learners and make good progress.
- The rich and stimulating environment, both indoors and outdoors, provides a wealth of opportunities for children to explore and investigate. Children are confident and independent.
- Staff are positive role models and know children well. The key-person system successfully supports children's emotional well-being.
- Staff make regular observations and assessments of children's learning. They plan next steps to help support their individual development.
- Staff work closely with parents and provide regular information about their child's development. Parents praise the staff highly for their caring and nurturing approach. They comment on the progress their children have made since they joined the setting, such as increased confidence and independence.
- The manager has a system in place to monitor the progress of all children who attend, including different groups of children. However, the tracking of children's progress is not always accurate or used effectively to quickly identify gaps in children's learning.
- Occasionally, staff ask questions in quick succession and do not allow sufficient time for children to process information, respond and develop critical-thinking skills at the very highest level.

## What the setting needs to do to improve further

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

- enhance the process for monitoring the progress made by individual and groups of children to quickly and accurately identify and close any emerging gaps in their learning and development
- strengthen the already good teaching even further and support children more effectively to extend their critical thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with a supervisor.
- The inspector held discussions with the manager and staff. She looked at relevant documentation, including evidence of the suitability and qualifications of staff.
- The inspector spoke with children during the inspection.
- The inspector spoke with parents and took account of their comments.

### Inspector

Louise Adams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good awareness of child protection and wider safeguarding issues. They understand the action to take in the event of a child protection concern. Staff benefit from regular supervision meetings, during which they receive support and guidance. They feel well supported in their role and work well as a team. The manager uses additional funding suitably to support children's development. The manager actively seeks feedback from parents, children and staff. She evaluates the setting well, accurately identifying strengths and areas of development, and sets actions for future improvement.

### Quality of teaching, learning and assessment is good

Staff use their observations and assessments effectively to plan what individual children need to learn next. They provide a range of exciting and interesting activities based on children's interests and individual needs. There are good opportunities for children to develop their imaginary play. For instance, they pretend to make cakes and pies in the mud kitchen using sand and shaving foam. There is a strong emphasis on broadening children's mathematical awareness. For example, staff engage them in a shape recognition game using a Bee-Bot. Children confidently describe the details of the shapes and use positional language confidently. Children enjoy music and movement sessions with staff. They dance confidently and listen to instructions, such as 'start', 'stop', 'jump', and 'run'. This helps children to develop good physical skills and further build on their spatial awareness. Staff keep parents informed about children's achievements through daily discussions, the online journal and emails. This helps to support consistency in children's care and learning.

### Personal development, behaviour and welfare are good

Children are happy and well settled in the pre-school. Staff know them and their families well and help children to feel safe and secure. Children are confident and show good levels of independence. They enjoy taking on the responsibility of small tasks, such as pouring their drinks and cutting their fruit up at snack time. Staff have high expectations of children. They provide them with clear and consistent boundaries and play alongside them to help them understand the difference between right and wrong. Children play outdoors in the fresh air daily, which helps to promote their well-being.

### Outcomes for children are good

Children are motivated and inquisitive learners. They enjoy exploring and making decisions about their play in the stimulating, well-organised play environment. Children develop their early literacy skills well. For example, they learn to recognise their names with individual name cards and make meaningful marks using various tools, such as paint and coloured markers. Children gain good social skills as they learn to share and play cooperatively with others. All children make good progress, including those for whom the pre-school is in receipt of funding and those with special educational needs and/or disabilities. Children acquire skills that will support them in their future learning.

## Setting details

<b>Unique reference number</b>	140832
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10061993
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Chearsley and Haddenham Under Fives Committee
<b>Registered person unique reference number</b>	RP907449
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	01844208868

Chearsley and Haddenham Under Fives registered in 1966. It is one of two pre-schools run by the provider. It operates on Monday, Wednesday and Thursday from 9.10am to 3.10pm, and on Tuesday and Friday from 9.10am to 1.15pm, during term time only. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. Of these, one has Qualified Teacher Status, one holds an early years qualification at level 5 and five hold a qualification at level 3.

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