

Chearsley and Haddenham Under Fives Pre-School

Inspection report for early years provision

Unique Reference Number	EY252662
Inspection date	14 March 2008
Inspector	Amanda May
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Registered person	Chearsley and Haddenham Under Fives
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Chearsley and Haddenham Under Fives at Haddenham has been registered since 2003 and is one of two settings managed by a voluntary committee of parents. The pre-school operates from within St Mary's Church of England School in the large village of Haddenham, between the towns of Aylesbury and Thame. The group serves a mixed rural community and children attend from surrounding villages. The registered premises comprise of an activity room, kitchen, cloakroom and two toilets. The group are able to use school facilities as well as their own secured outside play area. Sessions are held Monday to Thursday, from 09.15 until 15.00 and Friday from 9.15 to 13.00, term times only. A lunch club is included within these sessions.

There are currently 56 children on roll between the ages of two and five years. At present 33 children aged three and four are in receipt of funding for nursery education. The group is able to support children with learning difficulties and disabilities and those who speak English as an additional language.

There is a manager employed who oversees both settings with a supervisor employed to lead the daily running of each session. All staff either have, or are working towards, relevant

qualifications and there is also an administrator employed to support both groups. There is a designated special educational needs co-ordinator.

The group are supported by the Local Authority Early Years Development and Childcare Partnership and are working towards the Buckinghamshire quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop their awareness of staying healthy as they enjoy a range of exciting and fun physical play opportunities. Staff have many resources in place including a wet weather box and a windy weather box. These contain activities and toys which make use of the weather that day. Children use kites and windmills outside and also help themselves to umbrellas and balls as they aim and throw them skilfully into hoops of different shapes and sizes. Staff join in encouraging children, who giggle and cheer as they or their friends succeed.

Staff manage any accidents at the setting effectively. Children are quickly reassured and details are recorded to be shared with parents. Staff request parents to sign to acknowledge any injuries which occur at the setting, however, some parent acknowledgements are missing.

Children enjoy a social opportunity to eat a snack and have a drink mid-morning with their friends. Children develop their social skills as they sit together at the table, and pour their own drinks of milk or water. A bowl of fruit is passed around to the children by a member of staff and children decide which type of fruit they would like to taste. This is then prepared in front of children by an adult. Children develop their confidence as they learn about making healthy choices.

Children are protected from the spread of illness and infection as a result of good hygiene procedures. Staff use an anti-bacterial spray to wash down surfaces before snack times, and robust nappy changing procedures are in place. Staff wear gloves and use a changing mat to change children, reducing the risk of cross-infection. Older children are independent in using the toilet facilities, and confidently go and wash their hands when they are covered in paint, and before a snack. Children are developing a secure awareness of personal hygiene and staff support this effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Thorough risk assessments are carried out at the beginning of each day by a member of staff who ensures the environment is safe and secure. The outside play areas are also checked before children go outside. Children develop their own awareness of risks and keeping safe through play. Staff remind children about taking care and children develop a secure awareness of ways that they can take care of themselves if there was an emergency. Staff include opportunities for children to practise fire drills regularly, encouraging children to develop their own awareness. Secure records are kept including details of how many children were present and how long the evacuation took. The setting practises drills with the attached school, whilst ensuring that a second drill is repeated in the second session to ensure children who arrive at lunch time are still supported in their understanding.

Staff demonstrate an excellent awareness of issues surrounding safeguarding children and have regular training to ensure they are kept informed of current procedures. The manager is the Child Protection Co-ordinator and demonstrates a thorough understanding of her role in ensuring children are protected and their safety and welfare are monitored at all times. Documentation is in place for staff to refer to easily at any time for their support. Details of any existing injuries children may have when they attend the setting are currently recorded in the accident book. However, this method does not always ensure that records remain confidential and acknowledgement by parents of the record is not always in place.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children who attend the setting are extremely independent and are encouraged by staff to develop their own skills at all levels. Children's craft work adorns the walls of the setting, providing children with a bright and colourful place to play. Children point out their work with pride, and gaze up at the self-portraits of their friends. Children's self-esteem is enhanced through staff spending lots of time talking with children, and listening intently to what they have to say.

Children have very close relationships with staff and enjoy their valuable input into their play. Children approach staff for hugs and cuddles and staff are quick to comfort children if they become upset. Children lead their play in all areas, and staff provide activities which build upon children's interests. As children are not rushed to finish their activities before meals or registration time, children develop their confidence and independence, choosing to complete their piece of art work before happily joining their friends.

Nursery Education

The quality of teaching and learning is outstanding. Staff demonstrate an expert awareness of how to best support each individual child in their learning and have a secure and thorough understanding of the curriculum for the Foundation Stage. A wide range of exciting and interesting activities are provided for children to access, and all children are interested and very focussed on their choice of play. Staff ensure that they are all aware of learning objectives for all activities on offer, and children's individual learning needs are addressed in all instances as children are set learning targets to promote their individual development in a personalised programme.

Thorough and regular observations of children are done daily, allowing staff to all be fully aware of their interests and any learning struggles they have in particular areas of the curriculum. Staff share information very well in order to ensure that children's needs are always addressed and that they are supported individually in a programme of early learning to suit their needs and interests. Children regularly lead their own learning and staff use their professional expertise to adapt activities and provide challenge to children through asking questions and extending activities.

Activities which are included within the setting are evaluated at all levels. Themes and activities are reflected upon as a team and as individual members of staff evaluate their own teaching. The manager over-sees teaching very well, and staff work together to ensure that children remain engrossed and are making very rapid progress in their learning. Children as a result, flourish in all aspects of their learning and show a hunger for finding out more about the world around them.

Staff set up resources for children to explore regularly to find out more about the world and how it works. Children enjoy playing with oats and cereals in the sand tray. They use it to develop their understanding of volume, whilst developing their awareness of space and texture. Staff then add food colouring to the mixture. Children gather around excitedly as they guess what might happen to the oats. This activity is further developed the following day as children add water to the mixture. Children show wonder and intrigue as they change the consistency of the mix, and develop their language as they explain how the mixture feels. Staff challenge children to think about the change in texture, and children persist in their activities, helping their friends to scoop up the mixture as they whisk it up to make a cake.

Many superb resources are in place to support children in their understanding, and children use these skilfully as they enjoy role play. Children decide that after playing with the home role play area, that they should have a birthday party for one of their friends. A child is nominated and children quickly develop their own role play. Children play party games and pretend to prepare a special birthday tea together. Play is continually amended and adapted as different children add their own ideas and children remain engrossed in their activity. The whole setting becomes involved in the activity and staff use children's interests and excitement to develop their awareness of the wider world, use of communication and physical development as they play. Children provide inspiring experiences for themselves, whilst staff allow children to take the lead before providing children with opportunities to extend and adapt their play.

Children have many opportunities to develop their recognition of shape, number and letters. Children confidently find their own name when they arrive at the setting, and develop their pencil control as they label their own work with confidence and skill. Staff provide children with small games to encourage their awareness of number, which they join in with confidently and happily. Children can easily recognise differences in size and shape as they line up cows from the farm-yard in height order as they play. Children are exceptionally good at sorting and matching shapes which they find with their friends, and make simple calculations as they add the number of different coloured objects together. Children are extremely confident in their use of number, and staff skilfully provide children with fun and innovative activities to encourage them to develop this and all other areas of their learning.

Helping children make a positive contribution

The provision is outstanding.

Children are relaxed and at home in the comfortable environment. They confidently make choices and take decisions as they initiate and extend their own play. Children receive many opportunities to develop their awareness of social diversity as they celebrate festivals and are able to show interest and wonder as they listen to music from around the world, and taste different foods. Staff provide opportunities for children to learn about a wide range of different festivals such as the Japanese Doll Festival. Children make their own large doll collage and make a display of their own favourite dolls. Their awareness is extended at all levels as they taste rice crackers, dress up in traditional outfits and make Japanese flags, ensuring their social, moral, spiritual and cultural development is fostered. Staff rotate festivals celebrated so that all children benefit from learning and finding out about a wide range of many different beliefs and cultures. The setting has supported children who have English as an additional language in the past. This has included provision of translated policies and educational grant forms to aid parents with communication, in order to ensure they feel included and valued. Children are supported as resources from their own languages are sought, and staff learn simple words and phrases to aid communication and to encourage children to feel at home.

Behaviour at the setting is impeccable. Staff support children very well in encouraging them to think about the difference between right and wrong and how their behaviour may make other children feel. Children approach their friends to help them pour drinks, or to go and collect some paper towels to help their friend mop up a small spillage. Children show kindness and compassion in all aspects of their day. Staff work closely with parents to ensure children are all supported and to encourage consistency and continuity of care.

Staff also work very closely with parents of children who have learning difficulties and disabilities. Detailed observations are made of children as they play and staff work very hard to support all children in reaching their potential. Explicit training is provided to staff to support children with specific needs, ensuring that all staff feel confident in their awareness and children receive care which is tailored to their individual requirements.

The quality of partnership with parents and carers is outstanding. Parents are encouraged to come in to the setting and to provide help and support to the children attending. This allows parents to gain an excellent insight into their child's development, whilst updating their knowledge of the curriculum for the Foundation Stage. The provision takes photographs of the children during their play and learning sessions, before displaying them at the end of the day for parents to see. This allows parents to link the images of their children playing to the learning objectives of activities to see the clear, rapid progress they are making. Parents are also encouraged to become involved in the setting as they are invited to join the parent committee to share ideas and suggestions to improve the provision and the education it provides.

Staff and the manager demonstrate a clear belief in the importance of partnership with parents and carers to enable children to achieve and flourish in all aspects of their care, learning and play. Communication is vital for this, and is managed by the setting very well. Parents views are sought on planning and themes which they would like to see included within the curriculum, whilst providing them with information about the setting and up-coming events through regular newsletters. This secure and valuable link with parents allows an excellent continuity of care and provides a welcoming and homely environment for children to prosper.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides.

Children enjoy and thrive within this friendly and inviting setting and benefit highly from staff input and care. Secure written procedures are in place and are available for parents and staff to view at any time. Details about the action to be taken if a complaint was made, are in place. However, as it is spread across two documents, information for parents lacks clarity. Close partnerships are evident between the setting and other early years provisions within the area. As a result, staff develop their own practice whilst gaining ideas and sharing experiences with other professionals. The regular planning of team meetings and training ensures staff are experienced and kept up to date with current legislation and best practice, allowing a high quality of care to be provided to all children who attend.

A secure structure is in place where the manager works closely with the supervisor of the setting, along with the parents committee. This allows effective communication and information to be shared at all levels. Robust recruitment procedures mean that staff employed are well qualified. This is reflected in the high standards of staff input into the children's care, learning and play. Full recruitment files are in place for all members of staff, however, information relating to

criminal record bureau (CRB) checks are not always accessible to the supervisor at all times. This could compromise children's safety.

The quality of leadership and management is outstanding. Children are making very rapid progress in their learning as staff are led and managed by an inspirational manager. Innovative and exciting ideas are implemented and staff are supported in their own professional development, particularly in the observation and assessment of children's abilities and struggles. Peer observations are carried out by all members of staff, providing scope for staff to review their own practice whilst sharing their knowledge and skills within a close-knit team.

Improvements since the last inspection

At the last inspection, the provider was recommended to ensure registration arrangements show accurately which children are present and to provide a wider range of physical play resources to enable children to develop gross motor skills. The setting has now implemented these effectively. Parents now sign children into the setting and a register is taken once all the children have arrived. This ensures that staff are always aware of what children are present, helping to keep them safe. There is also a wide range of physical play resources for children to access during the session. Toys include ride-on toys, kites, balls, stilts and skipping ropes. The setting makes excellent use of the indoor and outdoor space available to them, providing children with a very good mix of activities.

In respect of nursery education, the provider was recommended to ensure that observational recordings of children's attainment were made systematically so that on going progress, could be easily identified by staff and parents. They were also recommended to establish a procedure for evaluating the programme of activities offered to ensure it covered all aspects of learning, especially in relation to handwriting, letter formation and number calculation. The setting has an excellent method for ensuring children are observed in their learning and records are both systematic and thorough to ensure all staff and parents are easily aware of children's rapid progress. Activities and plans are also thoroughly evaluated by staff individually and as a team, to ensure that all activities provide children with valuable learning opportunities in all areas of their learning and understanding.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement procedures for ensuring that all records relating to existing injuries are acknowledged by parents and are stored confidentially
- devise methods for ensuring that details relating to recruitment checks, particularly CRB checks, are accessible by the supervisor on-site at all times
- develop the setting's written complaints procedure to make clear details about how parents can access the complaints log
- ensure that methods for recording minor accidents contain detailed information and are acknowledged by parents.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk