

Chearsley and Haddenham Under Fives

Inspection report for early years provision

Unique Reference Number	140832
Inspection date	14 March 2008
Inspector	Amanda May
Setting Address	Chearsley Village Hall, Winchendon Road, Chearsley, Aylesbury, Buckinghamshire, HP18 0DP
Telephone number	01844 208868
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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 (Chearsley) are also known as CHUF's and are one of two settings managed by the same parent voluntary committee. It was first registered in approximately 1966. They hold their sessions in the village hall in Chearsley, Buckinghamshire, a village close to Thame and on the outskirts of Aylesbury. They take children from the local and surrounding area and are registered to receive nursery education funding.

The pre-school is open, term time only from 09.15 until 12.00 and 13.15 until 15.30, Monday, Wednesday and Thursday and from 09.15 until 12.00 on Tuesday and Friday. A lunch club operates each day from 12.00 until 13.00. There are currently 50 children on roll between the ages of two and five years. This includes 30 three-year-olds who are in receipt of nursery education funding. There are presently no four year olds attending with funding. The provision supports children with learning difficulties and disabilities, and children who speak English as an additional language.

The premises comprise of one large room, a kitchen area partitioned to allow more play space, and separate toilet facilities. There is a large outside area available for outdoor play and activities.

The committee employ a manager, who is level four qualified and takes overall responsibility for both sites and who is also the special educational needs co-ordinator. There is an assistant supervisor who is level three qualified and a team of suitably trained and experienced staff.

The group are members of the Pre-School Learning Alliance and the 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 are protected effectively from illness and infection through the setting's good procedures. Parents are reminded that children who are unwell and infectious must be kept at home to ensure that the spread of illness and infection is minimised. Staff support children very well in their health, helping them gently when they get something in their eye. If there is an outbreak of a contagious illness, parents are kept informed through posters being displayed around the setting. This ensures that parents and staff are vigilant about children's health needs and potential risks. The spread of illness and infection is also effectively minimised through robust nappy changing procedures. Staff wear disposable gloves and aprons to change children's nappies and good hygiene routines are in place.

Children develop a secure awareness of healthy eating and drinking as they help themselves independently to water from jugs. Staff provide children with snacks mid-session which include a variety of fruits, cereals and biscuits. An anti-bacterial hand rub is used by the children before they eat. Children rub their hands together enthusiastically to ensure they are clean before they enjoy their snack.

Children enjoy a good range of physical activities, which include the use of the large garden area. Children have use of a range of equipment, and visibly enjoy keeping active as they practise playing tennis with their friends and staff alike. Staff deal effectively with any accidents which may occur at the setting and records are generally well maintained. However, records are not always effectively acknowledged by parents.

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. Staff are always aware of visitors to the setting as they are asked to sign into a visitors book on arrival. When parents arrive to collect children, a member of staff ensures that they are on hand to not only greet parents, but also to ensure the security of the premises. A collection policy is also in place. This allows staff to ensure that children are not released into the care of anyone unauthorised to do so, protecting children's safety.

Risk assessments are carried out daily at the setting by a member of staff. This ensures that the premises are well maintained and children's safety is not compromised. Each activity devised by staff is also risk assessed thoroughly, demonstrating staff awareness of potential hazards within the setting and ensuring that these are minimised effectively.

Staff demonstrate a good awareness of issues surrounding safeguarding children. The manager has a thorough understanding of her responsibilities in ensuring children's safety and has experience of dealing with safeguarding concerns. Staff demonstrate a clear understanding of the procedures they should take if they had concerns about a child's welfare and written procedures are in place which are shared with parents on request. Relevant documentation is also displayed for staff to view to ensure their knowledge and understanding is current and thorough. Staff are aware of the importance of recording any existing injuries children may have when they attend the setting, however, this is not always done effectively to ensure confidentiality is maintained at all times.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are confident and happy at a setting which is extremely child-focused whilst providing a warm and welcoming environment for each child to flourish. Staff are exceptionally good at encouraging children in their activities, whilst making excellent use of spontaneous events, and developing activities and play to build upon children's interests. Children arrive at the provision full of confidence, greeting their friends happily. Close relationships are evident amongst children and staff alike. Staff spend time joining children in their play, whilst allowing children to make their own choices and take decisions.

Children's work adorns the walls of the setting, ensuring that children and parents feel welcome in the bright and colourful environment. Children help to put up displays of their own work, choosing for themselves where each part of the large boat picture they have made should go. Staff allow children many choices and this promotes children's confidence and self-esteem as they feel totally involved and valued within the provision.

Nursery Education

The quality of teaching and learning is outstanding. All staff have an excellent awareness of children's individual interests, learning and developmental needs, allowing them to ensure that children are consistently supported and challenged in all areas of their learning. Planning is carried out by all staff, although the provision is currently changing their methods of planning to ensure staff follow children's interests and lead at all times. Current plans are displayed, along with individual activity sheets which describe activity objectives and information about each child's specific learning targets. As a result, all staff can see how well children are progressing and can ensure that each child is supported in an individual learning plan, tailored to their specific needs.

Detailed observations are made of children at all stages of their play by all staff, ensuring that staff are consistently addressing children's struggles, and that information is shared in all instances to ensure the best possible support and teaching for each child. Activities are also evaluated on a daily basis. Staff discuss their experiences with others, ensuring that activities are effectively pitched and spend time discussing whether they are effective in their aims. Staff demonstrate a high understanding of children's individual needs and ensure that children are challenged according to their stages of development. A strategy has recently been implemented to ensure that children aged over four are provided with extended activities in the afternoon sessions to ensure they remain stimulated and interested by the range of activities on offer.

The provision offers children many fun and exciting opportunities to develop their awareness of number and simple mathematical calculations. Numbers are regularly used within play and

children are confident in their use of these. Children confidently work out challenges set by staff and use a range of vocabulary to make estimates and observations about differences in size and shape. Many opportunities are also included within the curriculum planning for children to develop their knowledge and understanding of the world. Simple scientific experiments are included within each day, allowing children to investigate and explore different items and ideas such as sinking and floating, as well as changes to sand when water and other ingredients are added. Children are fully involved within their learning and lead their play in all respects. Staff support children and provide them with opportunities to develop their understanding and children flourish in their responsibilities and experiences accordingly.

Many valuable opportunities are included into planning to ensure children can develop their awareness of written language. Children make up their own plays and act out the 'Bear Hunt' story in the garden with their friends. Children help themselves to books which they look at together with their friends as they sit on a bean-bag in the quiet area. Children are writing their own names confidently on their art-work, and facilities are in place for staff to aid children in phonics and early writing skills, where appropriate. They are given a wide range of opportunities to mark-make and develop their early writing skills as they use a variety of different media such as chalks, paints, pens and crayons.

Many craft activities are provided for children, some of which are planned and prepared for by staff. However, children lead their play according to their perceptions and interests. An activity to encourage children to paint some shapes to make a boat display, develops into a hand-printing activity, as children extend their interests and initiate their own activities and choices. Staff support children effectively in their choices and allow them to lead the activity, providing new challenge as appropriate. This provides children with a massive scope for learning, and ensures they are kept stimulated and filled with intrigue as they choose the experiences in which they learn.

Staff are innovative and fresh-thinking in their roles. They provide children with a great deal of freedom in their learning, which is both beneficial and inspiring. Children flourish in their learning and are making exceptional progress in their understanding and development as a result.

Helping children make a positive contribution

The provision is outstanding.

Children are developing an exceptional awareness of their local communities and the wider world through excellent use of resources and provision of activities which are inspiring and fun. Children enjoy learning about a wide range of different festivals and cultures through play, including the Japanese Doll Festival as well as Diwali and Hanukah. Parents are included within the setting as far as possible, and come in to talk to the children about their experiences and how they celebrate festivals from their own cultures. Children enjoy dressing up in traditional costumes and taste foods from around the world such as rice crackers. They also help to prepare a stir fry which they taste before they go home. Staff are innovative and ensure that activities and festivals are rotated, providing new and interesting experiences which extend to listening to music, dressing up, cooking and role play. This ensures that children's social, moral, spiritual and cultural development is fostered.

Staff go to extra lengths to meet the needs of all children attending the setting. A dedicated special educational needs co-ordinator is in place, providing staff with support and devising specific learning and care plans for children who require additional help in reaching their

potential. Children who attend the setting who have English as an additional language are very well supported. Staff ensure that communication is well-maintained with parents through funding an interpreter and ensuring that relevant written policies are translated where necessary. One to one care is provided in some instances for children who have learning difficulties and disabilities to allow children to receive personalised care and individual support.

Children are compassionate and show care and consideration to their friends as they play, therefore, behaviour at the setting is very good. Children are focussed and interested in the many activities on offer, and as they receive high quality adult interaction, children remain motivated and happy. Children approach their friends for hugs during play and the setting spends time encouraging children to think about other people's feelings. Children are praised effectively in their achievements and respond very well. Visual resources such as egg timers are used to provide children with a focus point whilst learning about taking turns and sharing. They work out their own struggles very well without adult intervention and talk between themselves about how they can share equipment together so they can all enjoy it.

Partnership with parents and carers is outstanding. Parents are highly valued within the setting and staff provide opportunities for them to become involved within the provision, enabling them to learn about the curriculum for the Foundation Stage, as well as seeing their own child thrive in their surroundings. Staff provide parents with many opportunities to discuss their child's learning and early education, and planned activities are displayed at the setting along with photographs of children enjoying the activities on offer that day.

Detailed information about the curriculum for the Foundation Stage is provided to parents within the setting's prospectus as well as on displays within the pre-school. Staff ensure that records relating to children's development are kept and observations are stored within children's individual files, which can be seen by parents at any time on request. Open days are planned annually to allow parents and carers to come and speak to staff and see a range of activities which are provided for children. Staff take this opportunity to explain to parents the specific learning objectives for each activity on offer, allowing parents to be fully aware of the excellent learning and teaching which is being achieved.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff are managed effectively by a supervisor and a manager who over-see the running of two separate provisions. Children are receiving good quality care as they make use of the wide range of resources and activities on offer to them. Partnership links are in place with a variety of other early years settings and schools, allowing the provision to reflect on good practice and review their effectiveness. Staff deploy themselves effectively within the setting. They are proactive in their roles, and work very well together to ensure children are well-supported in their individual learning and care needs.

Information is shared through staff meetings, as well as the provision of a variety of in-house training opportunities. Important messages are recorded in a shared notebook to ensure communication between staff is effectively maintained on a daily basis. The setting is run by a committee of parents who are very involved within the setting. Secure and robust procedures are generally in place, however, some details are lacking within the complaints procedure, relating to how parents can view a log of complaints on request.

Staff recruitment procedures are robust and thorough. Prospective staff are interviewed by a panel and are encouraged to visit the pre-school for a session to ensure they could become an effective member of the team. Vigorous checks are undertaken, ensuring that two references are sought along with an enhanced criminal records (CRB) check. However, as details of these checks are not kept within the provision, there are limited facilities for the person-in-charge to know what checks have been completed and if any are pending. This could compromise children's safety. A thorough induction procedure is in place providing a robust and in-depth training programme for new staff, ensuring that they are aware of all aspects of the role and their individual responsibilities in protecting children.

The quality of leadership and management is outstanding. Excellent procedures are in place to ensure the continuing learning of all children. Planning is undertaken effectively and further progress is being made in addressing opportunities for children to lead their own learning in all instances. Children are encouraged to get involved in planning activities as they add items to their 'wish fish' where they add pictures of different things they would like to learn about or play with. The management provides staff with leadership which is inspiring and innovative. The supervisor and manager have a clear vision which is effectively shared amongst staff to achieve high standards of teaching and learning.

Training opportunities are consistent and regular, allowing staff to update their awareness, whilst being provided with the opportunity for them to take responsibility of different areas of the provision, including equal opportunities. As the setting is linked closely with another provision run by the same parent committee, staff are able to extend their knowledge and increase their ideas to provide children with inspirational play opportunities, whilst updating their own service provision.

All staff hold responsibility for ensuring children are well supported in their learning and effective methods are in place to encourage this. The manager has devised peer observations to be carried out by all staff, ensuring that methods of teaching can be observed and feedback given to staff. Staff, as a result, are able to review their own practice, allowing a full and rounded opportunity for overall teaching to be observed, reviewed and improved.

Improvements since the last inspection

At the previous inspection the provider was recommended to ensure that there are sufficient toilet facilities to meet the needs of children who attend. This has now been fully addressed. At the last inspection work was under-way within the toilet area, however, this has now been completed providing children with facilities which are sufficient for their needs.

In respect of nursery education, the provider was recommended to ensure that observational recordings of children's attainment were made systematically, so that ongoing progress could be easily identified by staff and parents. They were also recommended to establish a procedure for evaluating the overall nursery education provision to ensure that all aspects of learning, especially in number and number calculation, were included.

The setting is providing children with outstanding early years education in line with the curriculum for the Foundation Stage. Since the previous inspection, staff now ensure planning is carried out to take account of children's individual interests and make use of spontaneous learning opportunities. Thorough observations of children are done constantly during the day, ensuring that children are well supported in their individual learning needs.

All of the areas of learning are covered within the activities planned and available, ensuring that children receive a programme which is effective, stimulating and fun. Details of this are shared effectively with parents through the use of photographs which are printed most days to ensure they can see visual evidence of what their children have learnt about and enjoyed that day.

Complaints since the last inspection

Since the last inspection 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.

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 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):

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

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