

# Chearsley and Haddenham Under Fives

Inspection report for early years provision

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<b>Inspection date</b>	19/10/2011
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<b>Type of setting</b>	Childcare - Non-Domestic

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## 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.

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## Description of the setting

Chearsley and Haddenham Under Fives, also known as CHUF, is one of two pre-schools 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, close to Thame and on the outskirts of Aylesbury. The premises comprise of one room, a kitchen area partitioned to allow more play space and separate toilet facilities. There is a secure outside area available for play and activities.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open term time only. It is open Monday, Wednesday and Thursday from 9.15am until 12 noon and 1.15pm until 3.30pm, and on Tuesday and Friday from 9.15am until 12 noon. A lunch club operates each day from 12 noon until 1pm. A maximum of 32 children may attend the pre-school at any one time. There are currently 39 children on roll between the ages of two and four years. The pre-school is funded to provide free early education to children aged three years. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The committee employs a manager who has a relevant level 5 qualification and takes overall responsibility for both sites. The assistant supervisor holds a relevant level 3 qualification and there is a team of six staff, all of whom hold a relevant qualification. The pre-school is a member of the Pre-school Learning Alliance. They are currently working towards completing the Buckinghamshire and UNICEF quality assurance scheme at level.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy playing and learning in this caring, welcoming pre-school. Resources and activities are of a good quality and are generally well deployed. Knowledgeable staff establish highly effective links with parents, carers and other professionals. These exemplary partnerships ensure that staff meet all children's individual needs and overall they make good progress in their learning and development. The committee and manager value the contribution of all, as staff, children and parents are involved in forming an accurate reflection of strengths and the identification of areas for development. Staff have acted upon all recommendations from the previous inspection. These features, along with strong management, enable positive continuous improvement to take place.

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

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

- review the environment to ensure that it is fully accessible to every child to increase further their ability to learn independently
- provide a greater variety of resources outside for children to experiment with early writing skills.

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

Staff safeguard children through excellent procedures. All staff attend annual training, which ensures they have a comprehensive awareness of the steps they need to take if they have concerns about a child in their care. Staff are well qualified and the management maintains an accurate record of Criminal Records Bureau checks. Excellent records of daily risk assessments identify potential risks, along with the highly effective steps taken to manage them. Staff keep the outer doors and gates locked to keep the premises secure. Signing in procedures help prevent unauthorised adults from entering the building. Staff deploy themselves extremely well, which ensures exemplary supervision. Staff protect children's good health through highly effective procedures, such as the sterilisation of tables at snack time and the safe storage of food.

The children benefit from an environment that helps them make successful strides in their learning. Staff provide skilful interaction to support children effectively with their development. However, opportunities for children to access resources and toys of their own choice are less effective. Children benefit from regular access to the outdoors and are motivated to explore the range of good quality toys and resources provided. However, there are limited resources in the outdoor environment that encourage children to use large arm movements or to draw and experiment with early writing skills. Good resources help children understand about our diverse society.

Staff gather excellent information from parents and observe children on admission to learn about individual needs. This enables staff to plan for and provide appropriate care. The pre-school is highly committed to supporting the needs of all children who attend. The staff have excellent relationships with other professionals and follow their advice to meet children's specific needs. As a result, measures taken have been highly successful in ensuring equal opportunities so that all children make very good progress. Partnerships with local schools are well established. Staff from the school visit the children at the pre-school and then children visit their schools before they start in September. Staff share information about the children, which successfully promotes their learning, development and welfare by enabling smooth transitions to take place.

Staff develop excellent relationships with parents through good communication. Staff greet parents and children warmly, and are available for discussions at the beginning and end of every session. Parents have an integral role to play and staff actively seek their involvement. Special sessions enable dads and grandparents to

be involved. Parents are encouraged to contribute to their child's learning and are very positive about the pre-school, saying their children enjoy attending. Regular consultation evenings keep them extremely well informed about their child's progress. The manager is committed to developing the pre-school. All policies and procedures are in place to enable the pre-school to run smoothly. Parents and children have excellent opportunities to contribute to the pre-school's self-evaluation and regular meetings allow staff to share their ideas. Annual observations and appraisals support staff development and this helps the pre-school to move forward. The management is effective in enabling continuous improvement. For example, all staff are currently attending courses to help them develop the outdoor area.

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

Staff have an accurate understanding of children's development and maintain learning journeys. These are observations and photographs of the children and include pieces of children's work and parents' contributions. This information helps to identify the next stages in children's learning and informs planning. Staff regularly assess the development of the children and effective systems track children's progress and show that all children make good progress in relation to their starting points. However, weaknesses in the deployment of resources have some impact on children's independent learning.

Children play and learn in this calm and welcoming environment. They are keen to engage in the physical activities on offer outside, such as the large climbing equipment, and play on the bicycles and ride-on toys. The children are eager to eat the fruit, and drink the water and milk, that is available at snack time. They show a good awareness of foods that keep us healthy. One child commented that 'It is a good idea to drink milk as it makes you big'. Water is available at all times throughout the session to help the children remain hydrated. Children develop good hygiene habits as they use the hand gel independently to clean their hands before eating. Children are developing an excellent understanding of how to stay safe, as they skilfully negotiate around obstacles when riding bicycles outside. They use the toys and resources safely, showing a mature response to the safety of themselves and others. Exemplary routines and transitions between activities enable children to gain an exceptionally strong sense of security.

The children appear to be happy at the pre-school. All are busy, engaged with the activities on offer and confidently approach staff for help or reassurance. Children develop good attitudes towards their learning and readily join in with adult-led activities. Their behaviour is good. They cooperate with one another and share toys and resources. Children happily wait for their turn on the computer while an adult gives individuals support to complete a program. Children are beginning to show a good awareness of responsibility within the pre-school and readily follow adult instructions and help at tidy-up time. Children are making good progress in developing important skills for the future. Inside, they develop skills with chalk, pencils, paint and sand and some children are able to write their names. Reading

skills are encouraged by the provision through an inviting, cosy reading area. Children choose to look at books independently and are excited to share them with one another. Children have opportunities to recognise their names, and labels around the room increase awareness of the written word. Children develop an understanding of numbers through using a number line with related quantities and playing hopscotch in the outside area. A three-year-old child demonstrates exceptional skills in naming the numbers on a clock. Children are keen to play with the computer and are able to control a mouse with adult support. The children's understanding of the wider world and diversity is encouraged by visits from people in the local community, such as the police officer, fire fighter, vicar and nurse.

## 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	1
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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### 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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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