

Cheddington Pre-School

Cheddington Combined School, High Street, Cheddington, LEIGHTON BUZZARD,
Bedfordshire, LU7 0RG



Inspection date

4 June 2015

Previous inspection date

26 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have created an exceptionally stimulating and attractive environment, indoors and outdoors, which promotes children's learning in all areas.
- Children of all ages and abilities make good progress due to effective teaching and planning.
- Staff constantly develop children's speaking and listening skills by interacting with them during play.
- Children experience a range of high-quality physical activities so they become confident to try challenges in all areas.
- Children enjoy books and they invent and act out stories as they play in pairs or groups. This helps to deepen their knowledge and understanding, and promotes their imagination.
- Children learn to cooperate with each other and with adults because staff work alongside them showing them what is expected.
- The manager effectively monitors the pre-school to ensure that children's safety and welfare are closely managed.
- Parents value the good communication that they have with the pre-school and appreciate that children are learning to understand about the world they live in.

It is not yet outstanding because:

- Staff do not always make the best use of skilful questions to strengthen children's thinking skills, especially when helping them to make something or solve problems.

What the setting needs to do to improve further

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

- extend further the encouragement for children to think things through and solve problems for themselves.

Inspection activities

- The inspector observed child-led and adult-led activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held regular discussions with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records including tracking charts and learning journals, alongside planning, policies, procedures and a range of other relevant documentation.

Inspector

Liz Kissane

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children make good progress. The manager ensures that planning matches the needs of all children, including those who require extra support. Children are motivated and happy to choose from a range of activities that cover all areas of learning. Children's communication and language skills develop well as staff work and play with them by asking them to explain why they do things. Staff model patient listening and respond clearly. However, they do not consistently use questioning to encourage children to think through problems and ideas to find possible solutions. Children talk about letters and the sounds they make. Letters and numbers are displayed around the learning areas. Staff and children count together to promote mathematical understanding. In addition, children use appropriate practical activities, such as measuring their own heights over time, to learn about measurement and growth. Physical activities include construction, guided use of scissors, a range of drawing and writing facilities, and use of the school's climbing equipment. Children develop social and care skills as they work together making a home for a pet turtle. They learn about the natural environment in the wooded ground of the school and in their garden plot. Children also enjoy playing with water. Parents monitor their children's progress and next steps, with examples of their work, on a secure website.

The contribution of the early years provision to the well-being of children is good

Key persons and staff know children well and guide them as individuals. Children develop personal responsibility and show that they understand about looking after themselves and each other. They help themselves to drinks of water and grow their own fruits and vegetables, which they pick and prepare to eat. At snack time, children are supervised as they cut fresh fruit, and staff sit with each group as they eat. Children know when and why to wash their hands and know when they need to take a rest. They learn that they must wear sun hats for protection. Children behave well, cooperate and take turns patiently. Their effective social skills and confidence to explore independently prepare them well for school.

The effectiveness of the leadership and management of the early years provision is good

The manager works closely with staff to provide good-quality teaching and care for children across all areas of learning. She monitors to make certain that staff offer children interesting and challenging experiences, and ensures that they are appropriately trained to do this. Staff work positively with managers and are committed to ongoing improvement. All staff understand children's learning and development needs, as well as child protection and safeguarding procedures. Children's welfare and safety are closely managed to ensure they are safe from potential or actual harm. There are good arrangements to link with external agencies to seek individual care and support for children where needed.

Setting details

Unique reference number	140844
Local authority	Buckinghamshire
Inspection number	1010664
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	60
Name of provider	Cheddington Pre-School Committee
Date of previous inspection	26 November 2010
Telephone number	01296 662292

Cheddington Pre-School registered in 2008. It is located within the grounds of Cheddington Combined School in Cheddington, Buckinghamshire. The pre-school is open each weekday during term time from 8.40am to 11.50am and from 1.00pm to 3.00pm. A lunch club runs from 11.55am to 12.55pm. There are seven staff employed to work directly with children, of whom six hold relevant qualifications at either level 2 or level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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