

Chearsley and Haddenham Under Fives



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

Inspection date 2 December 2015
Previous inspection date 19 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 monitor children's development well. Children make good progress in all areas of learning, given their starting points.
- Staff constantly introduce all aspects of mathematics successfully into children's play to help to build and challenge their skills.
- The manager and staff form strong partnerships with the community and other professionals. Staff share plenty of information with other professionals to help to support gaps in children's learning, including disabled children and those who have special educational needs.
- Staff constantly promote healthy eating very well. Children confidently talk about healthy foods and how they affect our bodies. Staff ask parents to provide healthy and balanced snacks and lunches.
- The management team encourages staff to continue their professional development. Staff use what they have learnt to help improve outcomes for all children.

It is not yet outstanding because:

- Staff do not always organise group activities effectively to focus and build on children's individual interests and next stages in learning.
- Staff encourage parents to share information about their children's achievements to help gain a full picture of their development and progress. However, this is not consistently achieved with all parents.

What the setting needs to do to improve further

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

- review group activities to promote children's learning further by taking into account their different ages, abilities and concentration levels
- strengthen the opportunities for parents to share information about their children's achievements, and consider ways of making sure strategies for sharing ideas about children's next stages in learning are highly successful.

Inspection activities

- The inspectors observed children's activities indoors and outdoors.
- The inspectors undertook a joint observation with the supervisor.
- The inspectors had discussions with the children, staff and the manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspectors looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The management team works closely together to monitor, support and improve staff performance. For example, the supervisor carries out regular observations on staff and supports them as they learn to evaluate each other's practice. The manager carries out meetings with staff to help identify areas of support and training needs. For example, children and staff learn to communicate effectively through new resources and activities staff have implemented. The management team self-evaluates the provision well. They invite the views of parents, children and staff to involve everyone in the planning of future improvement plans. Safeguarding is effective. Staff have a good understanding of their role and responsibility in keeping children safe. They know what to do in the event of a concern about a child's welfare. Children benefit from people visiting the setting to talk about their roles in the community.

Quality of teaching, learning and assessment is good

Staff offer a wide range of resources and experiences for children to help them to develop well towards all areas of development. Children confidently explore the environments and constantly make choices in their play. Children learn about the community in which they live, for example, from people visiting the setting to talk about what they do. Staff offer lots of opportunities for children to extend their physical skills. Children learn to ride bikes and climb ladders to slides as they play outside, for example. Staff plan lots of experiences for children to develop their listening skills, such as by taking children on 'listening walks'. They make good use of teaching skills such as skilful questioning techniques to encourage children to share their knowledge on what they can hear outside. Children recognise the sound of wind, birds and aeroplanes as they carefully listen. Staff offer lots of tools and materials for children to practise their early writing skills both inside and outside.

Personal development, behaviour and welfare are good

The environment is very calm and welcoming. Children behave well and need little intervention from staff to encourage them to share and take turns in play. Staff carry out daily safety checks and put actions in place to minimise any risks to children's safety. They successfully teach children how to keep themselves safe. For example, children learn to walk inside to avoid any accidents and learn to use tools such as scissors carefully. Staff have good relationships with other local provisions such as schools. For example, they take children on visits to see the environment and meet their new teachers.

Outcomes for children are good

Children make typical progress towards their development, given their starting points. They build good independence. For example, they cut up their own fruits for snack times and learn to dress themselves. This helps to prepare them well for their move to school.

Setting details

Unique reference number	140832
Local authority	Buckinghamshire
Inspection number	841441
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	28
Name of provider	Chearsley and Haddenham Under Fives Committee
Date of previous inspection	19 October 2011
Telephone number	01844299123

Chearsley and Haddenham Under Fives, also known as CHUF, is one of two pre-schools managed by the same parent voluntary committee. It registered in 1966 and is based in Chearsley, Buckinghamshire. The pre-school is open term time only. It operates on Monday, Wednesday and Thursday from 9.10am to 3.10pm, and on Tuesday and Friday from 9.10am to 1.15pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The committee employs a manager and supervisors who have childcare qualifications at level 3. There are six other members of staff who have appropriate childcare qualifications between level 2 and level 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

