

Cheddington Pre-School

23 High Street, Cheddington, Leighton Buzzard, Bedfordshire, LU7 0RG



Inspection date

26 February 2018

Previous inspection date

4 June 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide interesting and stimulating activities for children. Children easily access a wide variety of resources which supports different areas of learning. They become motivated and independent learners. All children make good progress from their different starting points.
- Partnerships with parents and other professionals are highly effective. Families are fully included in children's ongoing learning and parents speak incredibly highly of their experiences of the setting. Staff regularly exchange information with parents to ensure consistency in children's experiences between home and nursery.
- Staff are excellent role models. They consistently praise children's achievements and promote their self-esteem. Children display high levels of confidence and learn how to form positive friendships. They are extremely happy and settled in the pre-school.
- The manager effectively reflects on the provision to drive improvements. The views of staff, parents and children are gathered and used to enhance children's learning experiences. This helps to improve outcomes for children.

It is not yet outstanding because:

- On occasion, some staff do not recognise opportunities that arise to build on children's mathematical understanding, to extend their learning as fully as possible.

What the setting needs to do to improve further

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

- support all staff to develop their understanding of how to build on opportunities to use children's interest in mathematics, to extend their learning further.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector observed children in the inside and outside environments.
- The inspector sampled documentation, including staff's and children's records, policies and procedures, and evidence of staff's suitability to work with children.

Inspector

Joanne Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to identify a child who may be at risk and what to do if they are concerned about the welfare of a child. Children are supervised well and staffing ratios are maintained. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Regular staff supervision takes place and opportunities to discuss children's welfare and progress are frequent. The manager has a very proactive approach and swiftly attends to any issues that may arise. Staff build strong links with external professionals and children benefit from prompt and targeted support. Staff attend ongoing training to strengthen their skills and to benefit children's learning. For example, staff have attended training to improve the way in which they encourage children's thinking skills and problem solving.

Quality of teaching, learning and assessment is good

Observation, assessment and planning systems are flexible and take account of children's changing needs and interests. Staff plan good-quality learning experiences and entice children to join in. They help develop children's literacy skills well. For example, they encourage children to listen to stories, talk about books and enjoy mark-making activities linked to the story. Staff support older children's developing understanding of letters and sounds. For instance, children say and identify letters in their name and match objects which start with the same letter. Staff clearly understand children's needs and work to narrow any gaps in children's development.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective. Children form close bonds with staff and display extremely high levels of well-being. Staff have an in-depth understanding of children's individual needs and how to meet these. Children's behaviour is exemplary. They treat each other with respect and take pride when helping staff with simple jobs. Children have access to superb outdoor facilities to play and exercise. They benefit from regular woodland activities where they explore the natural world. Helping children to learn how to take manageable risks and develop their physical well-being is a strong focus at the nursery. Children learn how to handle delicate objects and small tools, and develop a keen sense of care and responsibility.

Outcomes for children are good

Children are keen and active learners who are motivated in their play. They are confident, sociable and form close friendships with each other. All children make good progress and are gaining the skills needed to support their future learning. Older children use their imagination well and demonstrate their increasing understanding about how stories are constructed. All children listen attentively to stories, joining in with repeated phrases where necessary. They make marks with a variety of items and develop the skills to help them read and write.

Setting details

Unique reference number	140844
Local authority	Buckinghamshire
Inspection number	1089599
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Cheddington Pre-School Committee
Registered person unique reference number	RP907478
Date of previous inspection	4 June 2015
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 11.40am and from 12.40pm to 3pm. A lunch club runs from 11.40am to 12.40pm. There are seven staff employed to work directly with children, six of whom hold relevant qualifications at either level 2 or level 3.

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