

White Hill Pre-School

White Hill, Chesham, Buckinghamshire HP5 1AG



Inspection date	10 December 2018
Previous inspection date	18 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- All children, including those in receipt of additional funding, achieve well at the pre-school. Staff use the good knowledge of the children's individual interests and abilities to help plan a wide range of interesting activities that they know children will enjoy. This helps children to be eager to take part and make good progress in their learning.
- Staff offer children reassurance and praise as they learn new skills which help their emotional well-being effectively. Children develop good levels of belonging and self-esteem. Staff are caring and positive role models and, overall, children behave well.
- Staff give good support to children who speak English as an additional language. For example, they use familiar words and phrases in children's home languages to help them develop confidence in speaking.
- The manager and staff plan, manage and review risk assessments well. For example, they consider and minimise risks when accessing the outside space daily to help ensure it is safe for children. This helps children to get fresh air and learn outdoors each day.
- Methods of tracking groups of children's progress are not yet effective to raise outcomes for children to the highest level.
- Staff do not use information gathered by parents as effectively as possible when planning next steps for children from when they first start at the pre-school.

What the setting needs to do to improve further

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

- develop the methods used to track the detail of groups of children's learning further to help enhance the ongoing individual assessments of children
- use information gathered by parents of children when they start at the pre-school to help plan for children's learning from the outset effectively.

Inspection activities

- The inspector had a tour of the premises and observed the children taking part in activities and evaluated and discussed the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector spoke with staff and the manager at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Boparai

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of their role and responsibility to safeguard children, including what to do if they have concerns about a child's welfare. The manager works closely with staff to raise the quality of the provision for children. She observes staff regularly and offers them training and feedback to further develop their skills. For example, recent training has helped staff with their positive interactions with children. Staff work well with other providers when the time comes for the children to move on. The manager and staff make good use of self-evaluation to accurately identify the strengths and areas for development within the pre-school. For example, staff have used evaluation effectively to provide activity bags for children to enjoy with their families, helping an ongoing shared approach to children's learning.

Quality of teaching, learning and assessment is good

The manager supports staff well to help them monitor and assess development of individual children. This helps identify and close any gaps in their individual learning. Staff speak clearly and introduce new words in children's play, helping to promote their communication and language skills. Children learn from real-life experiences, such as trips to the shops to buy snacks. Children are well motivated to learn and use their imaginations well in play. For example, children eagerly use the role-play cooking utensils to prepare drinks for their friends and make dens outside. Staff use creative play to support children to explore weight in sand, mix colours with paint and design cards. This helps to support their emerging literacy and mathematical skills.

Personal development, behaviour and welfare are good

Kind, caring and well-organised staff quickly put young children at ease. Children are forming secure attachments with their key person and they are happy at the pre-school. Children have good opportunities to play outside. They enjoy being physically active which helps to develop their coordination skills. For example, they have fun as they run and enjoy balancing large blocks outside, estimating how high they can build. Children keenly climb the apparatus and learn to climb safely with staff guidance. Overall, children develop independence. For example, they look at books and listen attentively as enthusiastic staff read stories.

Outcomes for children are good

Children make good progress and are prepared well for the next stage in their learning, including starting school. Children play happily together and engage well in a wide variety of activities. Children discuss height as they build a tower with bricks and learn to put their coats on before they go outside to play. Children develop good concentration. For example as they persevere at puzzles.

Setting details

Unique reference number	108056
Local authority	Buckinghamshire
Inspection number	10071457
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	15
Number of children on roll	24
Name of registered person	Chamberlain, Deborah Jane
Registered person unique reference number	RP511821
Date of previous inspection	18 April 2013
Telephone number	07762165087

White Hill Pre-School was registered in 1997. The pre-school employs four members of childcare staff. Of these, one has early years professional status and two hold appropriate early years qualifications to at least level 3. The pre-school opens from 9am until 3pm every day during term time, except on Tuesdays when it opens from 9am until midday. The nursery provides funded early education for two-, three- and four-year-old children.

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