

Inspection of Cheddington Pre-School

23 High Street, Cheddington, LEIGHTON BUZZARD, Bedfordshire LU7 0RG

Inspection date:

24 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Those with responsibility for the governance of the pre-school have not notified Ofsted of changes to the members of the committee. This prevents the necessary suitability checks from being completed on those who make decisions on the running of the pre-school. However, the individuals concerned are never left unsupervised with children. There are weaknesses in the staff's understanding of their role within the planned early years curriculum, which reduces the levels of support provided for children's learning.

Children learn about different cultures and celebrations from around the world, including birthdays. They make flags for St George's Day and use a hole punch to attach the flagpole. However, staff do not always gain sufficient information from parents to help them plan for children to learn about a wider range of festivals that are meaningful to all families attending the pre-school.

Children are happy and well behaved. Staff have high expectations for all children, who learn to be kind and take turns. Older children guide their younger friends at the woodwork table to ensure they keep use the 'safety glasses'. Children generally concentrate for long periods of time on their chosen activity, and staff praise children when they do well, for example by saying, 'Good sharing'.

What does the early years setting do well and what does it need to do better?

- Those with governance of the pre-school do not monitor the setting well enough. They have not ensured that all of the legal requirements are met. Members of the management team attend meetings, which enables them to keep the committee informed of the day-to-day running of the pre-school. Staff receive supervision to highlight training needs, discuss the children they care for and ensure their well-being.
- Staff plan a varied early years curriculum both inside and outside, to provide children with a wide range of play experiences in all areas of their learning. However, they do not always implement the planned activities well enough. For example, staff do not consistently encourage children to talk about what they are doing, or ask questions to extend and promote language development.
- Staff have developed a positive partnership with the school next door. They use the on-site facilities, such as the gym, where children practise their physical skills, including games such as 'duck, duck, goose'. However, staff do not fully consider the needs of all children when implementing the activity. Staff accompany children to visit their new Reception class and teacher, to support the transition to school.
- Parents comment that staff have helped their children in toilet training and to become more confident in separating from them. However, communication and

information sharing between staff and parents are not always effective. For example, the information provided to parents at the end of the day does not enable them to know what their child has been doing while at pre-school.

- Staff support children to be independent at lunchtime, in readiness for their move to school. For instance, children take their chairs out, unpack their lunch and get their water. Staff provide a supportive role to children during lunchtime and gently encourage them to eat their food.
- Staff encourage children to express themselves in different ways, such as singing songs and acting out stories. Children explore using different types of materials. They make their own play dough and use paint in different ways. Children learn to use a variety of tools during woodwork, such as a hammers to put nails into wood.
- Children with special education needs and/or disabilities are generally supported well. Staff liaise with parents and other professionals to ensure that children receive the targeted help they need to support their learning and development. Funding is used well to enhance pre-school experiences for individual children and their families.
- Staff support children's emotional needs well. For instance, they provide reassurance to new children who are settling in. Staff speak to children with kindness and help them to work out solutions when sharing resources. Older children are kind and caring toward their younger friends.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of the steps to take to keep children safe from harm, including child protection reporting procedures. Staff supervise and deploy themselves well. For example, they position themselves at the front and back of the line when going over to the school. Staff demonstrate that they know how to manage children who have allergies and any medical needs. Managers arrange for appropriate training to support the administration of medication if required. Staff recruitment is robust, and those responsible for recruitment have updated their safer recruitment training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve staff's understanding of the implementation of the early years curriculum so they can target and support children's learning more effectively	31/05/2023
provide details of the individuals associated with the organisation, so that suitability checks can be completed on all committee members	12/05/2023
improve partnership with parents including how information is communicated and shared, such as daily care, developmental progress and home learning.	31/05/2023

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

- extend children's understanding of the wider world by incorporating festivals and celebrations relevant to the children and families who attend the pre-school.

Setting details

Unique reference number	140844
Local authority	Buckinghamshire
Inspection number	10284867
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Cheddington Pre-School Committee
Registered person unique reference number	RP907478
Telephone number	01296 662292
Date of previous inspection	26 February 2018

Information about this early years setting

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 11.45am and from 12.30pm to 3.30pm. A lunch club runs from 11.45am to 12.30pm. There are eight staff employed to work directly with children. Of these, seven hold relevant qualifications at level 3 and one holds level 2. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The manager and the inspector carried out a joint observation in the outdoor play area.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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.

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