

# Chearlsey & HADDENHAM

## Under Fives



Haddenham St Mary's C of E School, Aston Road, Haddenham, Buckinghamshire, HP17 8AP

<b>Inspection date</b>	21 May 2018
Previous inspection date	1 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers use effective monitoring systems to track children's progress. They provide good levels of interventions and support for all children, including children who have special educational needs and/or disabilities.
- Staff provide emotional security through the strong bonds they have with children. They nurture children's developing confidence and self-esteem well.
- Managers monitor staff practice and performance well. All staff are committed to developing themselves professionally. For example, following training they have introduced a wider range of activities to help support children's communication skills.
- Managers have good relationships with the on-site school. They work closely with other professionals involved with the children to promote their welfare and education.

#### It is not yet outstanding because:

- Although staff attend first aid training yearly, managers do not ensure that at least one member of staff holds a full paediatric first-aid certificate when children are present.
- Staff do not use all opportunities to encourage parents to share information on their child's current abilities and achievements at home.
- Staff do not make the most of opportunities to consistently challenge and extend children's learning to the highest levels.

## What the setting needs to do to improve further

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

#### Due Date

- ensure at least one member of staff holds a valid paediatric first-aid qualification when children are present. 12/06/2018

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

- build on the good relationships with parents even further and ensure all parents are encouraged to contribute information on children's abilities at home, to maximise their learning and development
- make the most of opportunities to consistently challenge and extend children's learning to the highest levels.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussion with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff attend regular first-aid training and show a good understanding of how to administer first aid to children if an incident should occur. They deal with any accidents swiftly and are knowledgeable of children's medical and dietary needs. However, although the training staff have recently completed covers the criteria as specified in the legal requirements, it is not the required full 12-hour paediatric first-aid training. Managers and staff monitor children highly effectively and implement thorough risk assessments to help keep children safe. Safeguarding is effective. Staff have a secure knowledge of the possible signs of abuse and know how to report any concerns about a child in their care to the appropriate agencies. Managers seek feedback from parents and other professionals and overall they effectively identify priorities for development. They use funding well to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff regularly observe children as they play. They use this information to identify children's next steps in learning and to plan a varied curriculum. Parents speak very positively about the care and learning opportunities staff provide for their children. Staff follow children's interests and encourage them to lead their own play. For example, children show good imagination and delight in role play, creating a shop and café with staff's support. Staff introduce mathematical concepts during activities and in the daily routine. For example, children price up their fruit and vegetables and weigh their produce. They work well as a team and demonstrate an early perception of time as they create an open and closed sign.

### Personal development, behaviour and welfare are good

Staff are sensitive to the needs of children and promote their confidence and self-esteem well. For example, children are keen to share new skills with others and staff actively promote children's sense of achievement. Children develop a good awareness of their own safety. For example, they enthusiastically help staff sweep up sand and learn to use scissors with care. Staff teach children about healthy eating and exercise, promoting an active and healthy lifestyle. For example, children learn about oral hygiene and have regular opportunities to use large apparatus on the school grounds. They enjoy walks in the local community and develop understanding of the wider world.

### Outcomes for children are good

All children, including those who receive additional funding, make good rates of progress in preparation for school. Children recognise their names in print and write some letters of their name. They are inquisitive and have a positive attitude towards learning. Children's behaviour is good. They are kind to their friends and understand boundaries.

## Setting details

<b>Unique reference number</b>	EY252662
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1128689
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Chearsley and Haddenham Under Fives Committee
<b>Registered person unique reference number</b>	RP907449
<b>Date of previous inspection</b>	1 October 2015
<b>Telephone number</b>	01844299123

Chearsley and Haddenham Under Fives registered in 2003. It is one of two pre-schools run by the provider. The pre-school is open term time only from 9.10am to 3.10pm, Monday to Friday. It is in receipt of funding to provide free early education for children aged two, three and four years. There are seven members of staff. Of these, two hold an early years qualification at level 4 and five hold a qualification at level 3.

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.

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