



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY252662

DfES Number: 537232

### INSPECTION DETAILS

Inspection Date 29/09/2004  
Inspector Name Patricia Joan Latham

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Chearsley and Haddenham Under Fives Pre-School  
Setting Address Haddenham St Mary's C of E School  
Aston Road  
Haddenham  
Buckinghamshire  
HP17 8AP

### REGISTERED PROVIDER DETAILS

Name The Committee of Chearsley and Haddenham Under Fives  
1019818

### ORGANISATION DETAILS

Name Chearsley and Haddenham Under Fives  
Address Villiage Hall  
Chearsley  
Buckinghamshire  
HP18 0DP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Chearsley and Haddenham Under Fives at Haddenham has been registered since 2003 and is one of two settings managed by a voluntary committee of parents. The pre-school operates from within St Mary's Church of England School in the large village of Haddenham, between the towns of Aylesbury and Thame. The group serves a mixed rural community and children attend from surrounding villages. The registered premises comprise an activity room, kitchen, cloakroom and toilet. The group are able to use school facilities as well as their own secured outside play area. Sessions are held Monday to Friday, from 09.15 until 13.15, term times only. The pre-school session runs till 12.00 and is followed by a lunch club.

There are currently 21 children on roll between the ages of 2 and 5 years. At present 11 children aged 3 and 4 are in receipt of funding for nursery education. The group is able to support children with special educational needs or those who speak English as an additional language, although there are none currently attending.

There is a manager employed who oversees both settings, with an assistant supervisor in each. All staff either have, or are working towards, relevant qualifications and there is also an administrator employed to support both groups. There is a designated special educational needs co-ordinator. The group are supported by the Local Authority Early Years Development and Childcare Partnership and are working towards the 'Kitemark' accredited status.

### How good is the Day Care?

Chearsley and Haddenham Under Fives Pre-school at Haddenham provides good quality care for children. Although staff move between this and the Chearsley group, a consistent daily routine is offered to ensure children feel secure. Established procedures are in place, however, it is not always clear which children remain for a whole session. The premises provide a welcoming environment to children and resources are of good quality and freely accessible to children. Equipment covers all areas of play, but some larger physical play resources are limited.

Children are closely supervised and a safe environment is maintained at all times. Children are encouraged to develop personal hygiene and policies and procedures followed help keep children free from infection. Healthy snacks are offered and staff ensure that any individual dietary needs are met. Staff have a good understanding of child protection issues and children's welfare is maintained.

Planned activities follow interesting themes and are stimulating and fun for children. Staff ensure all can take part and meet individual learning needs satisfactorily. Children's behaviour is managed very well and children learn to respect each other and play well together. An equal opportunity, non-discriminatory environment is promoted at all times.

There is good partnership with parents who can approach staff at anytime to gain information about their child. They have appropriate access to all records and are encouraged to support children's learning. Documentation is well maintained and retained securely for the required time.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Activities offered are planned well to provide children with good opportunities to learn and develop. They are linked into interesting themes such as 'ourselves'. Children develop their sense of touch, taste and smell and look at the size of everyone's hands in their family.
- Time and space is used well. The daily routine allows for group and one to one play. Good use is made of all areas, including the outside, to provide a full range of play opportunities. Children are able to access the computer, extend their imaginary play and access creative material at all times.
- Children's behaviour is very good and they show a good understanding of how to work well together as a group. They help each other tidy up, share resources, listen attentively and learn to respect each other's feelings.
- Children's safety is maintained with all areas being secure at all times. Children are closely supervised and staff encourage the children to handle equipment properly and adopt safe practice.
- Staff ensure children's individual care needs are met at all times. Children are able to rest when they want throughout the session, have extra support when settling in and resources, such as gluten free dough, are provided to ensure all can take part in activities.

#### **What needs to be improved?**

- registration procedure to indicate at all times which children are present
- resources available for children to develop large motor skills

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure registration arrangements show accurately which children are present.
5	Provide a wider range of physical play resources to enable children to develop gross motor skills.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Chearsley and Haddenham Under Fives Pre-school at Haddenham provides good quality nursery education overall, which enables children to make general good progress towards the early learning goals. Children make very good progress in personal, social, emotional, and creative development and knowledge and understanding of the world.

Quality of teaching is generally good. Staff have good a understanding of the stepping stones and offer interesting activities to cover all areas of learning. Effective questioning encourages children to think. Younger children are supported well to achieve, but the more able are not challenged sufficiently in some areas of mathematics and literacy. Children's behaviour is managed well and time is used imaginatively to keep children engaged. However, resources are limited to enable some physical skills to be fully developed. Staff know children's level of achievement, but do not record progress systematically to enable learning needs to be easily identified.

Leadership and management are generally good. Staff update their knowledge regularly and use this to plan activities, which are focused towards specific learning goals. However, evaluations are not always written up and there is no formal assessment of the overall programme to inform future planning of activities and to ensure all aspects of learning are covered comprehensively.

Partnership with parents is generally good. There is good verbal exchange of information and parents are encouraged to support children's learning. They have access to their child's records, but children's profiles do not enable parents to easily identify progress.

### What is being done well?

- Children are very confident and are encouraged to take responsibility for such things as personal hygiene, choosing their own resources and sharing in group tasks. They are willing to try new activities and enjoy telling others about their experiences.
- Children behave very well, listening to instruction from staff who offer clear, consistent guidelines. Children form caring relationships with each other, sharing resources and supporting each other's learning when using the computer or reading stories to one another.
- Time is used well to provide opportunities for learning with staff keeping children fully occupied at all times. Snack time is used to enable children to develop language skills, they are encouraged to count as they line up to go outside, and time is used between activities to sing songs or re-enact stories.

- Children's understanding of the environment and the world around them is encouraged through activities linked to interesting topics. They learn how to make sausages from the local butcher, explore features of the changing seasons and daily weather, and discover the differences of other countries and languages.
- Children's imagination is encouraged in many ways. They have daily opportunities to express their ideas through art, they enthusiastically take part in regular music and drama activities and enjoy imaginary role play.

#### **What needs to be improved?**

- opportunities for more able children to develop and practise letter formation, handwriting, and number calculation
- resources to enable some aspects of physical development to be practised
- recording of children's achievements to enable ongoing progress to be identified by staff and parents
- evaluation of activities and overall programme to ensure all aspects are fully covered and the programme is delivered.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely confident and self assured. They eagerly join in activities, choosing their own computer programs and selecting their own resources. They are motivated to learn and enthusiastic when doing activities such as re-enacting the 'Bear Hunt' and concentrating well when completing tasks. They are very well behaved, understanding when it is time to clear up and to sit quietly so that all can see during circle time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is very well developed and children use a wide vocabulary when describing feelings and ideas. They enjoy and use a wide range of books and can recognise their written names. They are beginning to link the sound and shape of letters and practise emergent writing skills during craft activities. There are few planned practical opportunities for the more able to develop handwriting skills or practise correct letter formation.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing skills in number counting and number recognition, which they practise regularly during daily activities. They can recognise and name shapes and their mathematical language is extending. They are aware of differing lengths and weights, measuring their hands and weighing play-dough, and can recognise and recreate pattern. They are beginning to problem solve, but there are few opportunities for the more able to develop skills in number calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have enquiring, inquisitive minds and a growing understanding of the world around them. They grow seeds, find out how flour is produced and make bread. Children design and build using a range of materials and are confident in using technology to support their learning. They are developing an awareness of their own culture and families and that of others through activities such as talking about themselves as babies and learning to say 'hello' in different languages.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop fine motor skills and use a range of small equipment with skill and control. They handle malleable materials well and can move with care and control to music and rhythm. There is limited opportunity for them to practise on larger equipment to develop these skill further. They have a good understanding of personal hygiene and an understanding of how their bodies grow and keep healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy expressing themselves creatively. They use their imagination when re-enacting stories and songs and enthusiastically become involved with imaginary role play. They are developing the use of their senses, guessing what objects are by feeling, smelling or listening to what sound they make. Children have a good understanding of colour and recreate their ideas through paint and collage, freely expressing their ideas and feelings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure that observational recordings of children's attainment are made systematically so that on going progress, over all areas of learning, can be easily identified by staff and parents
- establish a procedure for evaluating overall the programme of activities offered to ensure it is fully completed and all aspects of learning are covered, especially in relation to handwriting, letter formation and number calculation.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*