

# Matlock Bath Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206816
<b>Inspection date</b>	23/03/2009
<b>Inspector</b>	Jennifer Getty
<b>Setting address</b>	The Pavilion, South Parade, Matlock Bath, MATLOCK, Derbyshire, DE4 3NR
<b>Telephone number</b>	07870 525001
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Matlock Bath Pre-School Playgroup opened in 1986. It operates from the pavilion in the town of Matlock Bath, Derbyshire. The main room used is on the ground floor and is accessible via ramps. There is a secure enclosed outdoor play area. The playgroup serves the local area and surrounding villages. The setting opens five days a week during school term only. Sessions are from 09:00 until 12:00.

The setting is registered to care for 22 children in the early years age group. There are currently 13 children aged from two years five months to four years six months on roll, all of whom are in the Early Years Foundation Stage. This includes children who receive funding for nursery education. The setting currently supports children with learning difficulties and/or disabilities.

The setting employs five part-time staff who work with the children. Three of the staff have appropriate childcare qualifications. One member of staff is currently working towards a recognised early years qualification. The playgroup is run by a committee. The setting receives support from Derbyshire local authority and is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

The quality of the provision is good. Children are happy and settled in the playgroup, and are supported in making good progress in their learning and development. There is a new team of staff who work hard to promote continuity of care for children, supporting their welfare and safety. The setting implements systems for monitoring and evaluating the provision of care, identifying key areas for development during this time of change and taking effective steps to improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop planning and assessment systems so that observations are clearly used to plan for children's next steps towards the early learning goals
- develop further systems for monitoring children's progress to ensure they access all aspects of the areas of learning
- consider strategies that support children in recognising their own feelings and those of others, helping them to develop an awareness of the behavioural boundaries in the setting.

## The leadership and management of the early years provision

The leadership of the setting ensures that positive steps are taken to ensure that children's health and safety are a priority. The process of reflective practice is used

to identify areas for development and key strengths, resulting in appropriate changes being made to enhance outcomes for children, for example, both the indoor and outdoor environments have been upgraded to provide a broad range of activities for children. Staff are enthusiastic and experienced, and the playgroup is working to ensure that there are more staff available who hold appropriate childcare qualifications. Records identify key areas for future staff training which promote children's safety and enjoyment, as well as, staff's professional development. Policies and procedures are implemented well and shared with parents, ensuring they are fully informed of how the playgroup operates. Strong relationships are formed with parents promoting children's welfare and continuity of care. Information about children's abilities, likes and dislikes is gathered at the start of care so that appropriate activities that support the child's development are planned, helping them settle quickly. Parents are kept informed of children's progress and are able to access their learning records. Children with learning difficulties and/or disabilities are well care for with staff liaising with outside agencies to provide appropriate support.

Risks are assessed and daily checks are carried out to ensure the premises are safe and suitable for use. Staff are secure in their knowledge of safeguarding children and know the appropriate procedures to be put in place when necessary. The environment is organised well so that children have access to various activities and outdoors children have space to move around and explore the different types of equipment and toys.

## **The quality and standards of the early years provision**

Children are happy and, for the majority of the time, engaged in purposeful activities that support their progress towards the early learning goals. They learn to keep themselves healthy and safe through themed activities and discussion, talking about healthy foods during 'jungle week'. Some children enjoy tidying up after themselves, using dustpans and brushes to clean away the glitter and singing about how busy they are. There are regular reminders responsible behaviour, although, not all children demonstrate a good understanding of this as they can be reluctant to share.

Staff plan activities that are varied and stimulating for children, for example, young children enjoy squashing jelly between their fingers and pushing it into ice cube trays. Older children put it into jugs to measure it, confidently looking at the numbers and talking with staff about millilitres. Staff are able to extend and adapt activities for each child's abilities and needs, with individual learning and support being a key focus. Observations are carried out to assess children's abilities and to inform planning so their next steps are incorporated into the activities, although, these are not consistently focused on the progress towards the early learning goals. Children have daily access to activities that cover all the areas of learning, however, systems for monitoring children's individual access to activities that support their continuing progress in each area of learning is not fully implemented. The key worker system means that staff have a good knowledge of children's development and they have an input into planning to ensure that children receive appropriate support.

Children of all ages enjoy playing outdoors, riding bicycles to the petrol pump and counting how much petrol they have. They plant seeds in pots, talking about how they grow whilst other children experiment with cars and how far they can go when pushed through a long tube. They are developing their independence as they make their own choices about play and help prepare snack. The mark-making table is frequently used by all children and they enjoy craft activities, practising their skills using scissors. They are able to follow their own interests as young children begin to experiment pouring water between the cups and they gather as a group around a table to paint a large piece of paper together, mixing colours and laughing as they play. Overall, children are settled and enjoy their time in the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.