

# Bamford Pre-School

Inspection report for early years provision

---

**Unique reference number** EY264709  
**Inspection date** 19/05/2011  
**Inspector** Barbara Wearing

**Setting address** Methodist School Rooms, Main Road, Bamford, Hope Valley, S33 0BQ

**Telephone number** 01433 650796 or 07919 007770

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bamford Pre-school Playgroup is a long established setting that re-registered in its current premises in 2003. It operates from the Methodist School Rooms situated on the main road in the centre of the village Bamford, Derbyshire and serves local families. There is a secure enclosed outdoor play area and the pre-school also uses the school's playground next door for further outdoor play. The pre-school serves the local area and surrounding villages. It opens every week day during school term only. Sessions are from 9am until 12 noon.

There are currently 21 children on roll. The pre-school supports children with special educational needs and/or disabilities. It employs six part-time staff who work with the children, of whom four hold appropriate early years qualifications. The setting receives support from Derbyshire local authority. The pre-school is managed by a parental committee, who delegate day to day responsibility to the staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bamford Pre-school Playgroup offers children a safe and stimulating environment, in which they are confident, relaxed and fully engaged in their play and learning. Good partnerships are established with parents, other early years settings and early years professionals. These ensure that children's individual needs are known and catered for and positively promotes children's progress across all areas of learning. Staff within the pre-school work closely with the chair of the committee and show a genuine desire to continually develop the pre-school provision. Many developments have been introduced in response to recommendations raised at the last inspection and in response to feedback from parents, children and other early years settings.

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

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

- provide children with further opportunities to make healthy choices at snack time
- enhance planning by devising next steps in children's learning and ensuring that plans reflect how children will be supported in meeting these
- create further ways of involving parents in the ongoing observation, assessment and planning for their children.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well as staff have a clear understanding of the child protection procedures and of their role within these. Their knowledge is updated through regular training. They are aware of the signs and symptoms of possible abuse and that children's safety and welfare is paramount. Staff work with full regard to the comprehensive range of policies and procedures that further promote children's safety and well-being. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Regular risk assessments are carried out within the setting, outside area and for trips out. These ensure that any hazards are identified and appropriate action is taken to minimise the risk of accidental injury, while allowing children to develop skills, independence and confidence.

Staff work closely together and operate an effective key person system. They know children well and are skilled at allowing them to follow their own lines of thinking, extending their learning as they do. They have a well organised daily routine and make the most of the indoor and outdoor play spaces. This enables children ample time to fully explore the good range of natural and manufactured toys and resources and activities available to them. It also allows them to follow their individual interests and learning styles. Staff work closely with parents, carers and other professionals, ensuring high levels of support are given to children with special educational needs and/or disabilities. Therefore, all children are fully included and make good progress from their individual starting points.

Meaningful self-evaluation processes are in place. The pre-school's self-evaluation form accurately identifies their strengths and areas for future development. Views of parents, children, staff and other early years professionals are actively sought and lead to many developments within the pre-school. For example, their good links with local childminders have resulted in the pre-school introducing a colour of the week, reinforcing learning for children at both settings. The pre-school recently asked parents for feedback regarding the usefulness of daily information sheets and in response have replaced these with a board to show the weekly activities. Children's questionnaires highlighted ideas for different activities that the pre-school intends to incorporate in future plans.

Various systems are in place to share information with parents, including a welcome pack, email, notice boards and newsletters. They are encouraged to feedback to staff through questionnaires and a comments box. On the whole, feedback from parents is very positive and most feel able to share their ideas, views and skills. They particularly appreciate the range of activities their children engage in and feel that the introduction of the new library scheme is of great benefit to them. Some parents and grandparents are involved in activities within the pre-school, such as, creative activities and the newly developed garden.

## **The quality and standards of the early years provision and outcomes for children**

Staff have worked hard since the last inspection to develop purposeful systems for observation, assessment and planning. They gather information from parents when children begin at the pre-school, regarding their children's skills, to establish starting points. Staff record regular, meaningful observations of children, clearly showing the skills they are developing. These are assessed regularly, giving an individual picture of children's progress in all areas of learning. Staff are able to describe intended next steps for children's learning and how they plan to support children in meeting these. However, this information is not included in the child's development files or clearly linked to planning. Parents are given their child's files to look at twice a year and invited to make comments, but observations they make of their children's progress at home are not routinely included.

Staff build close, trusting relationships with children and encourage them to make choices and make their needs and wishes known. Therefore, children are confident and assertive and develop skills to keep themselves safe. They have huge amounts of fun, creating highly imaginative role play situations. They demonstrate a respect for each other, their good communication skills and their skills in keeping themselves safe. They negotiate roles, help each other to put on dressing up outfits and urgently state there is a fire and they must dial 999 and get out of the home area. Staff explain that they have visits from the local fire service, showing one of the many ways children learn about their local community. They are also involved in the annual carnival, well dressing and litter picks. Children learn about the wider world as they access toys and resources that show images of diversity, enabling them to ask questions about similarities and differences they observe.

Children develop good skills in communication, language and literacy. They are able to make marks in a variety of ways. They write their names on their pictures, have clip boards and 'tool box style' containers with writing materials that they can use indoors or outdoors. They talk about and bring in objects from home that begin with the letter of the week. Staff use sign language, alongside verbal communication to support children with a hearing impairment. Children show their understanding of number and staff take spontaneous opportunities and plan activities to encourage them to count. They ask children how many bricks they have in their digger and identify numerals as they talk about the date at circle time.

Children's individual creativity is valued. Staff make different art and craft materials available to children on a daily basis. They enjoy free painting, and the opportunity to explore, as they choose to paint their hands and make hand prints. Water and sand is accessible, allowing children to experiment and learn about their different properties and concepts, such as capacity. Children develop good physical skills indoors and outside. They work together, describing their good 'team work' as they help each other to carry boxes of toys at tidy up time. They benefit greatly from the choice of outdoor and indoor play for most of the morning and in most weathers. Staff talk to children about healthy eating and food values. However, snacks they are provided with limits their opportunities to make healthy choices as

they consist of either a carbohydrate based snack or a fruit and vegetable based snack. Children are developing an understanding of healthy foods and sustainability as they are involved in planting, caring for, harvesting and eating fruit and vegetables, grown in their recently acquired vegetable garden.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met