

# Matlock Pre-School Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Diane Ashplant

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<b>Type of setting</b>	Childcare - Non-Domestic

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## 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.

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## **Description of the setting**

Matlock Pre-school Playgroup has been operating since 2006 and registered at these new premises in 2011. It is one of two early years provisions managed by the committee. It operates from a single storey building close to the town centre in Matlock, Derbyshire and within easy access of the school, park and other local amenities. The playgroup is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. There are currently 42 children on roll who are all in the early years age range and of whom 40 are in receipt of funding for early years education. The playgroup opens every weekday, term time only and sessions are from 9am to 12noon and 12.30pm to 3.30pm. There are four staff who work with the children, of whom nearly all are qualified to level 3 or above and one is working towards an appropriate early years qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happily settled and fully engaged in this setting where staff have a good understanding of the requirements of the Early Years Foundation Stage. Therefore, supporting children's welfare, learning and development very well. Staff know and respect children's individual needs and provide an accessible and inclusive setting, which welcomes all. Staff work well together as a team and show a real enthusiasm for their role in encouraging children's progress in all areas and have a good commitment to training to support continuous improvement. There are effective systems in place for reflecting on practice, which involve all staff and seek the views of parents. Partnership with parents is strong and the setting works to establish links with others to support 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 further the two-way flow of information with other early years providers
- extend children's understanding of the wider world by expanding the range of resources, which reflect diversity.

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

Children are safeguarded as staff have a good understanding of their role and responsibilities in protecting children from possible harm or neglect and how to pass on concerns appropriately. They have all attended training to further develop their awareness and routinely discuss the implications of safeguarding on their

practice and procedures. There is a clear policy, which is shared with parents who also sign at registration to acknowledge the staff's duty in this area. All procedures to further support children's welfare, such as safe collection with the completion of an additional form and identity checks when other collectors are expected, are efficiently carried out. The staff are alert to hazards and use visual and written systems for assessing and monitoring the health and safety of premises both inside and outside. They review different activities, which the children undertake. They risk assess any outings into the local community, which children take part in. Rigorous procedures for recruitment and selection are in place to ensure the suitability of all those who work with the children and an annual form is completed to confirm there have been no changes to staff's suitability. The staff team work effectively together and regular weekly meetings ensure that any information is shared and all have an active input into the next week's planning and programme. There is a good commitment to continuous improvement through training. The setting has different systems, which involve staff and parents in reflective practice that helps to identify any improvements needed. All documentation for the safe and efficient management of the setting and to meet the needs of individual children is in place and regularly reviewed.

Children's needs are well met in this setting where staff liaise closely with parents from the start to ensure useful information is exchanged. Children benefit from easy access into and around the setting and free-flow between the inside and outside learning environments. There is a wide range of interesting and age-appropriate resources, covering different areas of learning. These are accessibly stored and support children's independent choices very well. However, those reflecting the cultural diversity of the wider world and also disability are rather limited. This means that opportunities to develop children's understanding and interest in the wider world are not always fully maximised. Although, there are currently no children present with more specific needs, staff are aware of the importance of their observations to identify where children may need more support and also the benefits of close liaison with parents and other professionals when the need arises. Staff encourage links with other early years settings where children currently or will attend, in order to support the processes of shared care and transition. However, in some areas this is not always developed to fully support outcomes for children.

Partnership with parents is good and staff provide a friendly, personal welcome at arrival time and parents are confident to approach when needed. A well-planned settling-in with visits prior to children starting, provides opportunities for key workers to get to know the parents and children. They also complete the 'I can do' booklet, which provides a useful indication of children's starting points. There is an informative parent pack, regular newsletters and also displays on noticeboards. Also parents are invited to attend special events and provide resources and ideas to support children's play. Children's profiles are always available for parents to read, as well as being sent home termly for them to study their children's focus observations, note their next steps and make comments on their progress. This, in addition to parent meetings twice a year, helps parents to keep actively involved in their children's learning and development and share in their successes.

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

Children enter confidently into this bright and welcoming environment where they make warm relationships with staff, who strive to make learning fun and support their development well. Children move easily around the room and the outdoor area and are learning about safety as they are regularly reminded about safe practices, for example, when they use the climbing frame and discuss the consequences, if they do not follow these guidelines. They take part in regular fire drills and respond well to routines, such as lining up to go outside. Children benefit from lots of fresh air and outdoor play, as they have free-flow access and enjoy using equipment like balls and hoops. While inside, they take part in musical games or practise their skills on the balancing boards.

Children have access to fresh drinking water at all times and share a relaxed and sociable time around the snack tables where they talk about the benefits of healthy food and enjoy sampling different snacks, such as fresh fruit. Children are learning to carry out routines to promote their health, such as regular hand washing and wrapping themselves up when they go outside, so that they keep warm. Children are developing independent skills and confidence as they enthusiastically take part in daily tasks, such as tidying up the toys or eagerly put on their outdoor clothes, concentrating as they try to master zips and buttons. Children help lay the table for snack time and are encouraged to butter their own crackers or pour their own drinks. Children's behaviour is good as they respond well to the gentle reminders, the calm and consistent examples from staff and are confidently engaged in discussion about the benefits of positive behaviour. Children's self-esteem is very well supported by staff, who intuitively listen and respond to each child and routinely encourage them to share their experiences and ideas. For example, they are alert to children who need more encouragement to join in or who may feel more secure in a smaller group and identify this in their planning for them. Children are encouraged to bring items from home so they can contribute to the 'share and tell' sessions, which many do with great confidence while others sit attentively and listen. Children go on walks to the local park and library. They also take part in activities around different festivals, such as Chinese New Year or visit the local church. They study the globe and atlas or maps of the local area, so that they begin to learn about the local community and the world beyond. Children are beginning to learn about nature as they dig in the soil and help plant for results in the spring.

Children benefit immensely from the accessible and inviting learning environment where they are able to seek out resources in which they are interested and initiate their own play. Staff instinctively know how to engage to support children's play, providing suggestions and prompts to extend their interest and learning. Numbers and colours are naturally included in the daily routine, for example, children count their numbers as they line up to go outside or set places for snack or respond to directions like left and right. Children practise their problem solving skills as they construct with bricks and wood in the builder's yard or match symbols in a game of snap. They thoroughly enjoy dressing-up and using the role play resources and express their creativity and imagination through making music or through different

craft activities, such as exploring sand and play dough or making designs with paint and glue. Encouraging children to find their voices, to talk with confidence and to share their own experiences is naturally incorporated into the programme or through listening games, as they try and identify different sounds on a CD. Children are learning to develop a love of books as they listen attentively to the story, adding their own thoughts and ideas. Many are eager to volunteer to sing songs at circle time or take part in action songs and nursery rhymes. Children's mark making and early writing skills are encouraged through access to different materials, such as crayons and chinks or as they start to write their names on their work. Everyday they take part in self-registration at circle time or select their names at snack time. Children investigate how equipment, such as telephones and cameras work and develop their expertise on the computer.

Children are free to make their own choices with staff engaging as appropriate. There is an excellent balance of child-led activities alongside adult support and sessions are planned around children's interests, as well as some topics. Staff know the children well and use their observations, both spontaneous and more focused, to monitor and assess their progress. These are collected in their individual profiles, together with photographs under the different areas of learning, so that staff can identify their next steps. Staff share their observations about the children each week at their meeting and effectively use this time to plan how to include children's next steps in the programme for the following week. These in turn are shared with parents, so that they can all work together to support the children and celebrate their successes.

## 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

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### 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

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## **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