

# Buxworth Pre School

Buxworth Memorial Club, Station Road, Buxworth, HIGH PEAK, Derbyshire, SK23 7NJ

<b>Inspection date</b>	14/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are motivated, keen and eager to learn. They are provided with stimulating and enjoyable first-hand learning experiences by staff, who know them well and have a good understanding of how children learn. Therefore, children's individual learning and development needs are strongly met.
- All children, including those who are new to the setting and are a little shy, are nurtured by the staff. Close relationships and attachments ensure children are happy and secure and as a result, they are fully involved and confident in the group.
- Partnerships with parents and other providers are effective and contribute to ensuring children's individual learning needs are quickly identified and met so that they make good progress.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.

### It is not yet outstanding because

- The outdoor environment is not as effectively utilised to fully support children's learning and physical play so that they can be truly independent in the choices they make.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities between the staff and children. The inspector supplemented observations with pertinent questions.
- The inspector spoke to the supervisor, staff, children and the chair of the committee.
- The inspector also took account of the views of parents and carers spoken to on the day and of information included in the questionnaires.
- The inspector sampled a range of policies, procedures, records and developmental files.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

The Buxworth Pre-School was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Memorial Club in Buxworth in the High Peak, Derbyshire. Is managed by a voluntary management committee and has registered charity status. The pre-school serves the local area and has close links with the school. It operates from the main room of the club and there is an enclosed area available for outdoor play.

The pre-school employs three members of childcare staff. All hold appropriate early years qualifications with two at level 3 and level 4 and one with Qualified Teacher Status. The pre-school opens Monday to Friday term time only. Sessions are from 8.55am until 11.55am. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- maximise the use of the outdoor environment to further support children's learning so that they have greater opportunities to explore and make choices about their physical play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The pre-school offers a welcoming environment where children are eager to try the activities on offer. They move around from activity to activity with good staff support to enhance their learning and development. Staff observe children closely, interact effectively with them and work in partnership with parents. Consequently, children make good progress in their learning.

Children's learning and development needs are met strongly because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. In addition, effective procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the children's interests, whilst taking into account their next steps in development. Staff work effectively together and combine their skills and knowledge efficiently to plan an environment where

all seven areas of learning are covered. There is a high focus on the prime areas of learning which enables children to be well-prepared for the next stage of their lives and in preparation for school. Comprehensive observations and assessments, termly reports and the progress check at age two makes sure children are reaching their developmental stages and are making good progress. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well. Staff provide interesting and challenging experiences that meet the needs of all children.

Children's language and communication is fostered efficiently by staff extending children's vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. The wide use of phonics and the written word, including children's names, assists them in early reading and writing. Staff extend children's recognition of number, counting and measuring in everyday play and through activities, such as measuring a road they have made. A range of resources promote future skills and encourage children to handle tools safely. Children skilfully use scissors, a CD player, programmable toys and magnifying glasses. They are learning to take turns as they use a timer to time themselves to make sure they share activities fairly.

Children learn about nature as they visit the farm and complete nature walks. This is enhanced as they visit the school eco area and participate in Forest School activities. In addition, they work together with the reception class and a forest ranger to plant trees. Therefore children's learning about conservation and assisting the community is enhanced. Children's creativity is well promoted. They explore and experiment with colour as they mix their own paint and confidently identify the colours of pens they are using. Free-expression is widely promoted as the children have access to a wide range of art and craft resources which they select from a trolley.

Children are fully supported in the transition from home to the pre-school. Staff gain a good understanding of their individual preferences, interests and starting points and use this to provide experiences that allow them to flourish in the setting. Children are well prepared for school as the staff actively promote independence and group skills. For example, children are encouraged to put on their own coats and serve their own snack. They learn to sit and listen attentively at circle time and assist each other in group activities. The close links with the local school ensures children are well prepared for entry into school. The children attend school activities and events regularly. Effective links are in place with any other schools children may attend. Therefore good transitions are assured. In addition, children's learning at home and links with parents are extended as they take part in a 'Chatter Camp' with the reception class children. The event aims to enhance communication and language skills. A variety of dens and themed tents, such as a shop and a wigwam, are used to aid adults to encourage children's language and communication skills. Children's learning is further enhanced as the setting encourages learning at home through daily home to school books in which parents and staff share children's learning and development. Children take home story books and the setting, alongside the school, is part of a 'Building Foundations Together' initiative to build on learning at home.

## The contribution of the early years provision to the well-being of children

Close and caring relationships and strong attachments ensure children are secure, happy and confident in this friendly, welcoming setting. Staff know the children well and therefore, are able to meet their care and learning needs effectively. Children thrive and enjoy the different experiences offered. The staff give consistent support and provide an environment that meets their learning and development needs well. Children who are new to the setting and are a little shy are given the confidence to begin to explore and become involved. This is because the staff nurture and encourage them, which means children settle readily.

Children behave well because the pre-school has established rules based on kindness, safety and respect. Staff consistently encourage the children to remember the rules and children respond and recall them easily. For example, when staff remind children about using 'walking feet' instead of running in the room and ask why it is important, the children instantly respond by saying 'because they may fall and hurt themselves'.

Children learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children learn about and are involved in charity events, such as 'Red Nose Day'. This is fully integrated into the session as a theme for all activities. The event is linked to a story about a child's life in Africa. The children consider their own homes, what they have and compare this to a child's home in Africa. This enables the children to learn about other people, become more alert to the needs of others and about caring for each other.

Physical skills and exploration are, overall, well-promoted as children have access to the school playground, adventure park and hall. Here they use large physical equipment and bicycles. They build dens and undertake challenges. Children learn about their bodies through activities, music and movement and action rhymes, including stomping songs. In addition, the setting has a decked area outside the main door where children use sand and water resources, crates and a low-level table play area. However, they cannot always independently access the outdoor area so that they benefit from increased challenge in their physical play.

Children positively learn about safety and self-care by routine activities and discussion. For example, they learn to keep safe as they are involved in road safety awareness activities. In addition, the community police regularly attend the setting to talk to them about safety. Self-care is promoted as the children benefit from established hygiene routines. Children can recall the reason why they do not share 'red noses' and clearly identify that germs cause coughs and colds.

Children are well prepared for any transitions in their life and for entering school. Staff build respectful and caring relationships with all the children and their families. They readily discuss what is happening in their family. Children are fully prepared and settle well into the school environment because staff make sure they are confident and well

prepared socially. Therefore, children make good progress in their learning and development.

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

Children's experience is enhanced as the management and staff have a good overview of the learning and development requirements. This is because they have a solid knowledge and understanding of the prime and specific areas of learning and how children learn. They identify children's progress by using development assessments, including the progress check at age two and by completing termly reports on all children.

Children are well protected because staff have a strong understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is assured by the qualified, established staff team who keep the premises secure and supervise the children at all times. For example, they have an effective collection procedure, which ensures children are collected by a known adult. The pre-school has secure recruitment procedures in place.

The robust opening and clearing away procedures, completed by the pre-school staff and parents, make sure that the children enjoy a welcoming, safe and child-focussed environment. In addition, effective safety procedures, routines and detailed risk assessments provide a safe environment. There is a good range of policies, procedures and records, including effective accident and medication records, which effectively support the safety of the children and the management of the setting.

Partnerships with parents are strong, and those spoken to speak well of the support and experience they and their child receives. They are invited to parent sessions where they discuss the children's progress and to events within the daily session at the pre-school. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to. They are active as committee members and all parents are invited to attend the meetings. In addition, parents receive newsletters and attend social events. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

Children's well-being is promoted strongly as the pre-school has good monitoring and evaluation in place. Their development and welfare is enhanced as staff complete a variety of training courses and their practice is monitored well, including by appraisals. Evaluation is enhanced as staff complete peer observations, and there are regular staff and committee meetings. Each week the staff meet to evaluate each child's experience. All of which, ensures that children's care, learning and development needs are fully met. The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident. The staff and committee are fully involved and parents' and children's views are sought to create an effective self-evaluation process.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY454358
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	882730
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Buxworth Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07807329801

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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