

Tideswell Preschool

The Old Grammar School, Tideswell, Buxton, Derbyshire, SK17 8NE

Inspection date

Previous inspection date

10/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The thoughtfully planned playrooms create an enabling environment for children to promote independence and to engage in purposeful play. Children benefit from a wide range of play materials to support their learning.
- The successful implementation of the key person system enhances the good relationship with children and families. Children develop secure, trusting and warm relationships with their key person and other staff.
- Staff work together and there is a strong commitment to improve the pre-school through action plans and regular monitoring of the provision.
- Knowledgeable staff have an excellent awareness of how children learn. They make the most of opportunities to extend learning through play and support language development through good use of open-ended questions.

It is not yet outstanding because

- There is room to further develop the already good opportunities in place for children to investigate the natural world.
- Opportunities are not fully maximised to encourage all parents to regularly contribute to their children's learning and development or to share achievements from home.

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 in the main pre-school room, the messy play room and the outdoor environment.
- The inspector looked at children's learning journeys, observation and assessment records and a range of other documentation to support children's learning.
The inspector held meeting with the pre-school supervisor, spoke to members of staff and the local authority early years inclusion officer. She also looked at the planning, the evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Christine Walker

Full Report

Information about the setting

Tideswell Preschool has been operating since 1976 and re-registered following a move to its current premises in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Old Grammar School in Tideswell, Buxton, and is managed by Tideswell Preschool Limited. The pre-school serves the local area and is accessible to all children. It operates from two main playrooms and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, and three hold level 3.

The pre-school opens Monday to Thursday from 8.45am until 3.45pm, and on Friday from 8.45am until 11.45am, during term time only. Children attending morning and afternoon sessions can stay for lunch. A breakfast club is also provided and older children are then accompanied to the local primary school. Children attend for a variety of sessions. There are currently 41 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It also offers care to children aged from five to 11 years of age. The pre-school is able to support children who speak English as an additional language and children with special educational needs and/or disabilities. It is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to investigate and learn about plants and how they grow in the natural world by, for example, providing a gardening area
- extend opportunities to enable parents and carers to regularly contribute to their child's learning and development record and to share achievements and special events from home.

Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences, and practitioners have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage. The layout of the room is carefully

planned and resources are of a high quality. The pre-school is well resourced and all areas are frequently updated to ensure they offer sufficient challenge to children. The rich, varied environment wholeheartedly supports children's learning and development. Children effectively acquire the skills, attitudes and dispositions which they need to support them in their transitions through the pre-school and beyond. This is because staff provide relevant, developmentally appropriate activities based around children's interests. Therefore, children remain motivated and interested as their learning reflects their wide-ranging interests, ages and stages of development. Children are happy, play well together and form friendships with other children. They learn about sensible risk taking and keeping safe. For example, they know to take care on the stairs when going to the toilet, and confidently demonstrate how to hold scissors when cutting.

The organisation of the pre-school and the routines help children to settle quickly and grow in confidence. Staff know individual children well and recognise the importance of children forming relationships and feeling secure. They are skilful in gently settling younger children who may be upset on arrival; for example, a quick cuddle and warm words of reassurance before engaging the children in an activity, such as building a tower with the bricks or having a story on their knee. Staff have very positive relationships with the children and expectations are high. They are very enthusiastic, give frequent praise and use a broad range of teaching techniques to engage children in the wealth of activities available. Children are happy and confident learners and behave very well. They enjoy the mix of adult-led and child-led activities and display high levels of motivation. Children freely select from the very good range of activities and enjoy their learning in a rich, stimulating environment. For example, children draw dogs and dinosaurs on the wipe boards, confidently discussing the number of legs and how to draw the spikes on the dinosaur. Children paint, draw, stick and cut with a wide range of available materials and display pre-writing skills as they write their name.

The outdoor provides a good learning space which is well utilised. For example, children display concentration and perseverance as they build a tall tower, counting how many bricks they can use before it topples over. They laugh and then build it again, ably supported by a member of staff. Skilled staff extend children's learning through good use of open-ended questions and modelling language by repeating sentences back to children, sensitively correcting their terminology. Other children balance on the beam, play with sand or enjoy a quiet time together in the willow hide. Children discover that they can make a stream if they pour water onto the sloping playground, watching it run down the playground and under the gate. They build a dam with bricks and watch the water flow underneath down the groove made by the rain. This spontaneous activity, well supported by staff, skilfully extends children's knowledge by introducing language, such as, 'flow', 'fast' and 'slow', and prompts memory recall as they discuss local rivers. However, there is scope to further enhance this well-used outdoor space with a growing area to extend children's knowledge of the natural world, plants and how they grow.

Children's communication is actively encouraged as a result of practitioners motivating children's interests within discussions and through appropriate questioning. Effective letters and sounds groups support language development, listening skills and concentration. Circle time actively supports children's developing language skills as they acknowledge each other and practitioners. Singing the welcome song together, followed

by the today song, helps children feel welcomed to the pre-school. Children volunteer to be the recycling people for the day. At story time children are effectively split into age groups and attentively listen to the story. The younger children enjoy a favourite story about the zoo and take turns to lift the flap to see the animals. They also sing a variety of familiar songs with actions. There are number displays around the room and children use words, such as 'full' and 'empty', when pouring water in the water tray.

Children are encouraged to count and recognise numbers at every opportunity. For example, at snack time they are encouraged to look at the number next to the bowls of snack. They take the corresponding pieces of fruit, four slices of apple, three slices of pear and two squares of cheese. Children make a birthday cake from play dough, counting the candles spontaneously. They access the computer independently, and expertly manoeuvre the mouse when playing the games. Children play in the 'surf shop', selling holiday accessories. This is set out with small picnic chairs, shells in a tray, buckets and spades, and actively encourages their imaginative play and memory recall as they discuss holidays. Children and parents contribute to this experience by sending postcards of their holidays to the pre-school. Parents are further involved in the pre-school, for example, a parent provided an incubator and eggs for the children to watch hatching into baby chicks.

Children's starting points are gained from parents before they start pre-school. The detailed 'all about me' sheet gives the pre-school staff a good understanding of the child's capabilities on entry. This is linked into the base line assessment. Regular observations, which feed into the planning via individual children's next steps and detailed information contained in the child's story, are crossed referenced into children's learning journeys. This enables key persons to monitor their key children and plan for their future individual learning and development needs. However next steps in children's learning and development are not always effectively shared with parents. Staff are not fully encouraging all parents to play a full and active role in their child's ongoing learning, such as sharing their achievements or special events from home. Consequently, although children's learning and development is good, their learning potential is not as highly effective as it could be. Parents speak highly of the settling-in process and the support they receive from staff.

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

Staff develop very close and trusting relationships with the children and parents. The well-established key person system means they know the children well and can confidently discuss their learning needs and individual personalities. This means children settle well and are happy and emotionally secure. It also enables the children to form secure attachments with practitioners and peers. Children demonstrate this when they happily talk to the inspector about their friends at pre-school. They actively engage her in their play as they go shopping in the surf shop. Children's readiness for transition to school is effectively supported with visits and role play activities. The pre-school has good links in place with the adjacent local school, and information is effectively shared when children attend more than one setting via a weekly sheet. This sharing of information helps to ensure that children receive continuity in their experiences. Parents spoken to at the time of the inspection all commented on how happy their children are at the pre-school.

Children learn to behave well because they know what is expected of them. Staff give clear guidance to children as they gently remind them not to run indoors and use the occasional prompts to reinforce turn taking. Children are encouraged to develop healthy lifestyles as they manage their personal needs and develop their independence. For example, they register themselves using name cards which they place under their own photograph. They competently select their own snack and pour their own drink from a range of healthy food and drinks. Children gain knowledge about healthy eating and are gaining knowledge about being environmentally friendly and recycling through being the 'recycling people' for the day.

Children are becoming independent active learners as they freely select from the well-organised resources. Children are happy, play well together and are motivated to learn. The large welcoming and well-organised pre-school rooms and outdoor space offer a continuous learning provision, with free-flow access to the outdoors available for a good proportion of the time. Children visit the local playground where they have opportunities to climb on larger physical play equipment. This actively enhances their physical development. Children learn about sensible risk taking and keeping safe. For example, they balance, walk and jump from a balancing beam. Younger and less able children are supported by staff, who offer encouragement and praise. Children are very active and enjoy ample fresh air and exercise. As a result, children thrive within a stimulating and carefully planned environment.

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

The supervisor and the deputy of the pre-school work closely together to ensure the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage are successfully met. Regular discussions with staff are used to identify training and development needs, ensuring continuing professional development. All staff have recently completed a food hygiene qualification and hold a paediatric first aid certificate. The recruitment, appraisal and peer observations schemes effectively support the pre-school staff. They ensure all practitioners involved in the pre-school become confident and feel a valued member of the team. A comprehensive range of well-thought-out policies and procedures are in place which underpin the safe and efficient management of the setting, and these are followed well. For example, visitors' identification is checked on arrival and they sign the visitors' book. The arrivals procedure ensures all children are individually welcomed and signed in on the attendance register by parents to ensure their safety. Children are safeguarded very well; the supervisor and deputy have attended advanced safeguarding training and all staff are aware of their responsibilities in protecting children and the local safeguarding procedures. All members of staff are vetted to ensure they are suitable to work with children. The pre-school works closely with other professionals involved with children and their families to ensure continuity and coherence and aid transitions to school.

The organisation and deployment of staff is effective. This means activities are managed well, and the staff rota ensures children receive very good levels of attention. Risk

assessments are implemented and updated when necessary. Fire drills are completed regularly, which ensures that risks to children are minimised. Children's safety is taken seriously and due to the small flight of steep stairs leading to the toilets, children know to ask a member of staff to open the big door and accompany them up the short flight of stairs to the toilet. The stairs have been carpeted and a low handrail installed, and children know that they must walk and not run on the stairs in case they fall down. The pre-school has completed a self-evaluation form and action plans that identify strengths and weaknesses. These prioritise the way forward. For example, since the move to the new building and following an audit on the space and furnishings, a cosy area has been set up indoors and the construction area reorganised. The pre-school team has the capacity, drive and enthusiasm to continue to improve the quality of its provision.

An open day for parents, carers and the wider community to visit the new premises has been organised. Newsletters and comment slips help to engage parents. Parents, children and staff all recognise the improvement the move to the new building has made in terms of the quality of the provision and the learning environment. Increased links with the local primary school, who allow the children to access their nature trail and attend special events, enable children to become familiar with the school. They are also now in walking distance of the village centre, main play areas and sports field, which enables the children to experience a wider variety of outings and become more involved in the local community. The pre-school works closely with other professionals involved with children and their families to ensure continuity and coherence, and aid transitions to school. Partnerships with parents are very good. Parents are extremely complimentary of the service that is offered and they comment that staff are 'friendly and approachable', and their children are happy. They also described the excellent support they receive from staff. Each child has a learning journey, which demonstrates the pre-school have an accurate understanding of the child's skills, abilities and progress. These are kept in children's individual drawers, and parents know they can look at them at any time.

Children make good progress in their learning and development because staff have a secure understanding of the seven areas of learning and their teaching is rooted in a good knowledge of how children learn and develop. They provide varied and challenging activities and experiences for children, in order to meet their different individual interests and abilities. Planning is efficient and takes account of children's interests and their next steps of learning and development. This means that children's aptitudes and present stage of learning are successfully identified and met. Monitoring the observations of what the children can do enables key persons to swiftly identify any possible gaps in their learning and development. This allows them to plan for these areas to further support their progress. Consequently, children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage as they progress towards the early learning goals.

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

Unique reference number	EY455190
Local authority	Derbyshire
Inspection number	897009
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	Tideswell Preschool Limited
Date of previous inspection	not applicable
Telephone number	07840 765377

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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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