

# Peak Pre School

Stanton-in-Peak C of E Controlled Primary School, School Lane, Stanton-in-the-Peak, MATLOCK, Derbyshire, DE4 2LX

<b>Inspection date</b>	10/07/2013
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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle well into pre-school and have formed secure attachments with their key person and staff.
- Staff support children during the session, and particularly at group times. Children, therefore, gain appropriate communication and social skills, helping to prepare them for school and future learning.
- Staff have strong partnerships with parents and carers and share in their children's learning, which supports and promotes children's care.

### It is not yet good because

- Assessments are not suitably consistent in depth or breadth to build on children's interests and next developmental steps.
- Monitoring of children's progress are not rigorous enough to efficiently identify their achievements to ensure children's learning is effectively met.

## 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.

## Inspection activities

- The inspector held discussions with the manager, chair of the committee and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records, and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the pre-school's policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Peak Pre School registered in 2013 and is on the Early Years Register. The pre-school is self-funding and is managed by a voluntary management committee of parents and carers. It operates from one room in the grounds of Stanton-in-Peak Primary School, in Stanton-in-the-Peak, Derbyshire. The pre-school runs from Monday to Thursday between 9am and 2pm, during term time only, offering morning and afternoon sessions and lunch provision. Children have access to an outdoor play area.

There are currently 10 children on roll who are in the early years age range. Children attend a variety of sessions. The pre-school receives funding for the provision of nursery education to two-, three- and four-year-old children. There are three permanent members of staff who work directly with the children and one relief staff member who is employed to cover staff absences and to provide extra supervision when the pre-school undertake outings and trips. All staff hold appropriate early years qualifications at level 3. The pre-school receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the educational programme has depth and breadth by: completing regular and precise observations of children and using the information in the assessments to inform the planning so that it consistently reflects children's interests and their next developmental steps.

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

- improve arrangements for monitoring efficiently children's progress to ensure children's learning is effectively met.

## Inspection judgements

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

Children enjoy their play and learning at the pre-school because they are welcomed by caring staff, who offer exciting activities. Staff are well deployed, enthusiastic and eager to help the children. They have a sound knowledge of learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They gather information from the parents about children's preferences and capabilities before

they start the pre-school. This forms along with the pre-school's initial assessment their starting points. As a result, staff provide activities of interest to the children. Consequently, they settle quickly into pre-school life. Staff teach, observe and assess children as they play. They keep written notes that are later assessed and used to update children's record of progress. However, these records are not frequently updated and do not contain sufficient detail. This means that staff are not able to utilise information about children's next developmental steps or their current interests. Consequently, they do not always plan challenge for each child, and therefore, children's progress is satisfactory rather than good.

Children are secure and confident, which supports them in building a positive approach to learning, this helps with their readiness to their eventual move to school. For example, they choose resources during the session and are happy to try new activities. They are appropriately supported by staff, who understand that children learn through play. For example, children playing in the mud in the allotment area are encouraged to fill containers and compare the volumes, to make their 'cake' thus developing simple problem solving skills. Staff also introduce and explain new words, such as 'courgettes' well. They interact appropriately with children during the session, thereby supporting them in acquiring the skills to learn effectively.

Staff support children in extending their vocabulary and language and in developing an enjoyment of books. For example, they enjoy group story time, where they join in with the words as they read a favourite story. Staff use props well to encourage children, especially the younger ones to concentrate and listen. This is extended as children enjoy singing time, they learn rhyming words and sing along participating in the actions where appropriate. Opportunities, such as this, help to develop children's confidence, communication and social skills, and therefore, prepare them for school and future life. Generally, staff engage with children well during most group activities, sharing conversations with them and role modelling appropriate language. Children learn to use tools that promote their handling skills, such as, scissors, construction toys and chinks. These skills lead to them efficiently using pencils and to eventually writing their names.

Children love playing in the outdoor environment which they can access independently throughout the day. The spacious outdoor area provides sufficient opportunity for children to be active. They play collaboratively with their friends, chasing one another in games and playing football, developing children's appropriate social interaction. Staff organise ring games, which children enjoy helping them to develop positive relationships with adults and one another. They thoroughly enjoy, riding on sit-and-ride toys, running up and down slopes and climbing up steps to get to the allotment. These opportunities help children to develop their physical skills effectively. Children learn about the natural world through purposeful planned group activities. For example, they discuss what vegetables need to grow and carefully water them. They pick fruit and carrots for snack and staff talk about the food being healthy. Staff also talk about the creatures they might find in the soil and children hunt for worms as they dig.

Mathematical skills are taught sufficiently through using the routine and adult-led activities. For example, children count by rote as they play, decide which piece of grass is the longest and sing number songs well. They participate in activities, such as baking

where they use the scales and estimate the weight of the ingredients. This helps them to learn about space and measurement. Children have opportunities to use cause and effect toys as they use calculators and electronic tills. They use their imagination well as they become characters from a popular story, play homes with the dolls and pretend to eat the 'chocolate and strawberry cake' they have made.

Staff know children well and liaise effectively with parents over their day-to-day needs. Children's learning journals are readily available for parents to look at each day. Parents have been involved in the progress at age two and contribute towards these with comments that they are 'happy with the progress their child is making'. The pre-school's newsletter contains suggestions as to activities parents can do at home to help with their child's learning.

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

Children are happy and settle quickly into the activities provided for them. Their confidence and self-esteem are suitably nurtured as staff give lots of praise and encouragement. Staff are attentive, caring and kind, forming secure emotional attachments with all children. Children form clear friendships with others and play together cooperatively, sharing toys and resources. They are happy, secure and settled due to the effective settling-in arrangements. This encourages parents to stay with their children until they are sure they are settled. Staff support children's well-being reasonably well through processes, which ensure that they are safe and well cared for, such as appropriate adult supervision. Children confidently share their experiences and concerns with staff, who in turn, give appropriate guidance and support. For example, children who are reluctant to take part in activities outside are gently encouraged to do so. Other children are keen to talk to staff about that the plants they have grown at home.

Staff promote children's understanding of positive behaviour through appropriate ways, such as talking calmly and explaining well so children can understand what is expected of them. The sensitive use of praise by staff nurtures children's positive self-esteem. In turn, children celebrate the success of their friends, when playing and creating with play dough, such as saying 'that's good'. Children are developing acceptable social skills, such as the importance of sharing and taking turns when playing with games and toys. For example, two children sit with the construction toys and build independently. However, when one child is looking for a particular section to complete their house, the other child helps them find the part. They work together with their friends, helping to tidy away resources.

Children enjoy opportunities to be outside and know that running around makes them strong and healthy. They understand the importance of washing hands prevents the spread of germs. Valuable discussions between staff and children during snack time support their awareness of healthy food and drinks. Staff help children develop a suitable understanding of safety by explaining the importance of lining up quietly and sensibly when going the outside area and taking care with fingers when shutting doors. They enjoy learning about road safety as they walk around the village. Furthermore, children participate in the fire evacuation drill appropriately, to ensure they are safe in an emergency.

Staff foster children's preparation for school appropriately, by developing children's confidence and independence through personal responsibility skills, such as, pouring drinks, putting on and fastening their coats. Staff pass on relevant information about the children's achievements and characteristics to other establishments to aid continuity of learning and care.

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

The manager and committee have a generally good understanding of how to implement the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The manager is responsible for the day-to-day running of the pre-school and the delivery of the educational programme. There are effective processes in place to show that staff are suitable to work with children. This ensures all staff who are employed are checked with regard to experience, qualifications and suitability. Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. The risk assessment records show that hazards in the pre-school are clearly identified and reduced.

The manager has identified some priorities for improvement. For example, linking with Reception class for singing and further developing the outside environment. Staff and parents are encouraged to participate in the pre-school's self-evaluation, through discussions and questionnaires. As a result, they can effectively contribute to the improvements of the pre-school and improve the quality of care for children. There is appropriate reflection and analysis of the strengths and weaknesses, and staff are keen to continue with their professional development and access training as and when it is made available. To further their knowledge and provide different ideas and activities to enhance children's learning.

The manager is appropriately monitoring teaching methods, and the assessment of children's progress. A recently introduced process for monitoring staff performance and development is becoming effective. For example, annual appraisals and regular supervisions. These along with staff meetings and attendance at training courses enable staff to share their ambition for the pre-school's development and future improvement. Children's progress is monitored by using a tracker process of children's achievements. However, the process for monitoring this is not effective in ensuring children's learning needs are effectively met.

The partnership with parents is a strength of the pre-school. Parents regularly chat with their child's key person, and this enables them to be kept informed about their child's achievements and progress. Parents' comments during the inspection show they are happy with the provision. For example, they say 'the staff are very approachable and friendly' and 'I know my child is safe and secure'. Parents are supportive of the pre-school and value its positive atmosphere. Sufficient information is shared with other providers when children also attend other settings.

## 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>	EY457881
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	901185
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Peak Pre School Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01629636301

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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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