

Duffield Pre-School

The Meadows Primary School, Park Road, Duffield, BELPER, Derbyshire, DE56 4GT

Inspection date	26/03/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enthusiastic learners, who enjoy their time at the pre-school. This is because they are provided with a range of interesting and stimulating activities, which are well planned and incorporate the developmental stages of the children.
- Staff are skilled teachers with a good awareness of how young children learn and have high expectations for their learning. As a result, children make good progress in relation to their starting points.
- Children form close relationships with key workers, who are attentive to their emerging needs; this helps them to feel secure in the pre-school.
- Partnerships with parents are strong. Good information is shared with parents about their child's learning and as a result, learning is well supported at home.
- High priority is given to protect and safeguard the welfare of the children. This is evident through effective practices that successfully promote children's safety and well-being.

It is not yet outstanding because

- There is room to increase opportunities for children to make marks in everyday play, so as to further support their early writing skills.
- There is scope to share more information about children's next stages in learning with other settings, which children attend so that learning is well complemented across all settings.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed activities inside the playroom and in the outdoor area of the pre-school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held a meeting and carried out a joint observation with the manager.
- The inspector viewed a range of documentation, which supports the running of the pre-school, including suitability checks and the policies and procedures.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Duffield Pre-School was registered in 1986 and is on the Early Years Register and the voluntary parts of the Childcare Register. It is situated in Duffield Meadows Primary School in Duffield, Derbyshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a room within the school and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status and the manager has a BA degree in Early Years. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 12 noon and 12.30pm till 3.30pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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 make marks in everyday play, so as to further enhance their early writing skills

- enhance relationships with the other settings children attend, through the sharing of more information about children's development, in order to further support the consistency of learning across settings.

Inspection judgements

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

Children arrive enthusiastically and ready to explore the pre-school learning environment. This is because they are provided with a broad range of interesting and enjoyable experiences, which motivate and challenge them. Teaching is good and staff have a high level awareness of the ways children learn best, which means that children are skilfully supported to become confident learners. In addition, children develop a broad range of skills, which help to prepare them for when they start school. Staff ask children thought provoking questions and make suggestions to guide and develop play as they engage in activity with the children. In addition, staff are also skilled at knowing when to stand back and allow children to experiment and discover for themselves. This encourages the children to develop the ability to extend their thinking and explore imaginatively. Consequently, children make good progress in their learning.

Children are well supported in the acquisition of communication and language skills. Staff

interact positively with the children talking continually, modelling the good use of language and introducing new vocabulary into play. As a result, older children hold purposeful conversations and younger children's speech develops well. Staff skilfully introduce new concepts and mathematical language, such as bigger than and smaller than, as children play in the sand, which enhances the children's learning. Number lines and other mathematical prompts are evident throughout the environment, which act as visual prompts to reinforce learning as children count and learn to recognise numbers. Children are effectively supported to make sense of their physical world, as they roll cars down different sizes ramps investigating concepts, such as speed. They explore the texture and smell of flowers and hunt for spiders in the outside play area. Children have free access to the outdoor area, which means that they are well supported to choose what and where they want to carry out their learning. A selection of construction toys develop small and large muscle skills and the outdoor area is arranged effectively to promote children's all-round development. For example, children balance on blocks and roll large hoops. A good selection of resources is available to encourage the children to read and learn to recognise familiar words, such as their name. Children enjoy sharing stories with staff, who effectively involve children in stories by asking questions and varying their expressions. Children have free access to a selection of paper pens and pencils, which help to develop some early mark making skills. However, there is scope to provide more opportunities for children to make marks as they play, for example, by encouraging children to write their own name to further support the development of their writing skills.

Procedures for the assessment of children's learning, help to ensure that play is purposeful and developmentally appropriate. Detailed information about the children is gathered when children first start at the pre-school and key persons take the time to get to know their children well by talking and playing with them frequently. Staff use these and ongoing observations to identify children's starting points and next stages in learning. This means that children are well supported to make good progress. Flexible planning is in place, which incorporates children's interests and stages of learning. Reflective practice, means that activities are quickly adapted or replaced to meet the emerging needs of the children. Staff have meaningful conversations with parents on a daily basis and provide termly reports of each child's progress, which are shared with parents. In addition, parents are provided with opportunities to engage in their child learning, such as workshop days and subsequently, learning is well supported at home. Children with special educational needs and/or disabilities are effectively supported and approaches, such as the 'Every Child A Talker' project have been implemented well into practice at the pre-school. As a result, they make good progress given their starting points. In addition, all children's achievement in early language development has been raised.

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

The staff at the pre-school effectively create a comfortable and welcoming environment, as they are friendly and enthusiastic. The key person system is well embedded in practice and staff have formed warm and affectionate relationships and attachments with the children, who as a result, feel secure in their care. Well-organised settling-in procedures mean that staff have time to share meaningful information with children and their parents when they first start. This helps to ensure that the children settle well because any likes,

dislikes and needs have been identified through the process and are catered for during their initial sessions. Staff are good role models and they show respect for the children and each other. This helps the children to learn to respect and tolerate each other's differences. Behaviour management strategies are effective and consistently applied and as a result, children behave very well. Staff constantly praise the children's achievements, which helps them to build confidence and develop self-esteem.

The spacious and well-organised environment is equipped with child accessible resources, which means that children are able to explore the environment effectively. Staff place a high priority on the safety of the children and skilfully support the children to gain an understanding of risk. For example, they are encouraged to balance on blocks while staff remain close by. Staff explain the safety measures to children and this helps them to learn how to keep themselves safe and effectively promotes their well-being. Children's independence is well developed. For example, older children are encouraged to put in their own coats and access toilets themselves. Staff support the younger children as they wash their hands and effective visual aids help to remind the children to do so. Consequently, children are learning how to manage their own personal hygiene needs, which helps to promote their well-being.

Children are offered a healthy snack and a drink, such as fruit and milk. Staff talk purposefully to children about why we eat certain foods, which helps to support their developing understanding of how to keep healthy. Furthermore, the pre-school's guidance for parents on what to include in their packed lunches, helps to foster a healthy environment at meal times. The children participate in physical exercise on a daily basis as they run jump and balance outside. This helps to keep the children healthy. Teachers from local schools are invited to the pre-school to meet the children who will be in their class. Staff share information with them about the development of the children support with any visits to the school. This means that children are emotionally prepared for the transition from the pre-school.

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

The pre-school management team fully understand their responsibilities under the safeguarding and welfare requirements. This means that children's welfare is promoted effectively within the pre-school. Robust recruitment procedures are in place, which help to keep the children safe. All staff and committee members are checked to ensure that they are suitable to work within the pre-school. The pre-school staff have a good understanding of how to keep children safe from harm, as they all attend regular updated safeguarding training. Subsequently, staff are clear on child protection procedures and whom to report any concerns to. This means children are safe and protected while attending the pre-school. Risk assessments of the premises, outings and resources are implemented and detailed policies and procedures are in place, which help to support the children's well-being.

The management team demonstrates a good understanding of their role in meeting the learning requirements of the Statutory framework for the Early Years Foundation Stage.

Procedures are in place, to ensure that children have access to a wide variety of experiences, which are tailored to their interests and developmental needs and cover all the areas of learning. This support the all-round development of children. Monitoring of the observation and assessment of children, helps staff keep records up to date and accurately focused. These procedures help children to make good progress in relation to their starting points. Detailed appraisals are held for all staff and the management team monitor staff performance through termly supervision meetings. Supervision is clearly focused on the professional development of staff, which ensures they are able to maintain and improve their already strong knowledge and practice. Regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. As a consequence, staff are well trained and qualified to meet children's needs.

The arrangements for sharing information with parents are very successful and they are kept well informed about their child's progress. This means that relationships with parents are very strong. Parents make good contributions to their child's learning and are very complimentary about the pre-school. For example, they comment that 'they feel well supported with helping the children to learn at home'. The management team have also developed partnerships with other settings and external agencies, which means that basic information is share between settings. However, there is scope to enhance the sharing of more information about children's next stages in learning, to further support the all-round development of the children. All reasonable steps to ensure that appropriate interventions from external agencies are effectively sought, so that children can receive the support that they need. This means that children are well supported to make good progress. The management team reflect critically on the provision of the pre-school. They use information from staff, parents and children along with their own observations of practice to effectively identify strengths and areas for improvement. An ongoing improvement plan, helps to ensure that the pre-school is continually developing and effectively ensures that any emerging needs of the children are met, subsequently, promoting their welfare very well.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	206760
Local authority	Derbyshire
Inspection number	865430
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	56
Name of provider	Duffield Pre-School Committee
Date of previous inspection	10/02/2009
Telephone number	07955168892

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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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