

Matlock Bath Pre-School Playgroup

The Pavilion, South Parade, Matlock Bath, MATLOCK, Derbyshire, DE4 3NR

Inspection date	20/06/2014
Previous inspection date	15/01/2014

The quality and standards of the early years provision	This inspection:	
	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

- Practitioners and parents have developed strong partnerships, which means that children receive good quality care that meets their individual needs.
- There is a strong commitment to driving ongoing improvements through reflection and monitoring the effectiveness of the developments that take place.
- Safeguarding procedures are good. Practitioners know and understand their role in keeping children safe.
- Effective use of the key-person system ensures that children form secure attachments and that their emotional well-being is promoted.
- Teaching is effective because staff use observations and assessments to appropriately plan for children's interests and they regularly challenge children in their learning and development.

It is not yet outstanding because

- There is scope to develop the use of print in the environment, so that children can see letters and simple words.
- Opportunities for children to further develop their understanding of how physical exercise is part of a healthy lifestyle are not yet maximised.

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 observed the quality of teaching indoors and outdoors.
- The inspector talked to the manager, committee member, practitioners, children and parents.
- The inspector checked practitioners' records, including suitability checks, qualifications and training.
- The inspector looked at planning, assessment and tracking systems.
- The inspector carried out a meeting with a member of the committee and the manager and looked at and discussed a range of policies, procedures and documentation.

Inspector

Dawn Barlow

Full report

Information about the setting

Matlock Bath Pre-School Playgroup opened in 1986 and is on the Early Years Register. It is run by a committee and operates from the pavilion in the town of Matlock Bath, Derbyshire. The main room used is on the ground floor and is accessible via ramps. There is an enclosed outdoor play area. The pre-school serves the local area and surrounding villages. It opens five days a week during school term time only. Sessions are from 9am until 12 noon, Monday to Friday. The pre-school also operates two afternoons per week from 12 noon until 3pm. There are currently 26 children on roll in the early years age range. The pre-school currently supports children with special educational needs and/or disabilities. The pre-school employs four part-time practitioners and one volunteer who work with the children; one holds a qualification at level 5, one at level 4, one at level 3 and one at level 2 who is currently working towards a level 3. The pre-school receives funding for the provision of early years education. They receive support from the local authority. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the learning environment further, for example, by displaying text that is clearly written and easy to see so that children can learn about letters and simple words
- embed and evaluate the recent changes to the ways in which practitioners' performance is managed, so that practitioners know exactly what they need to do in order to enhance children's learning and development
- enhance children's understanding of the link between physical exercise and healthy living to ensure children build firm foundations for a healthy lifestyle.

Inspection judgements

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

Practitioners demonstrate a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and have a good understanding of how young children learn. As a result, they successfully provide opportunities for children to be active and motivated learners. Practitioners meet regularly to discuss children's progress and their emerging interests and they use this information well in providing learning activities. They share this information with parents so they are kept well informed about their children's progress and what is planned for their future

learning. All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move on to school. The progress check for children between the ages of two and three years has been completed and shared with parents. Where special requirements are identified, practitioners work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, practitioners follow the techniques suggested by speech therapists. They make sure they repeat back words and encourage children to build up from one and two word answers to complete sentences. This helps all children, including those with special educational needs and/or disabilities, to make the best possible progress.

Practitioners support children's communication and language skills very well. They continuously talk to children about what they are doing and develop exciting and interesting activities to encourage language through positive interactions. Children's communication and language skills are promoted as the environment is rich in language and children have many opportunities to engage in meaningful discussions with practitioners, which support their developing vocabulary and speech. Teaching is effective in the way practitioners question and talk to the children about what they are doing. This deepens children's thinking, problem-solving skills and develops their language and communication skills. For example, in the construction area the practitioner asks, 'what could we have built it with so that it would not fall down?'. Children are gaining a love of books and stories because practitioners provide them with a good range of books and a cosy place to share them. Practitioners read stories to children asking appropriate questions and encourage the children to participate in the story. Children's work is displayed in the pre-school. However, there is scope to enhance this further by clearly displaying even more print so children can begin to learn new words and understand that text carries meaning.

Children have good opportunities to develop their physical skills. They develop muscle strength and small muscle skills in their hands. For example, at the dough table the children have a wide selection of small tools, which they manipulate and use with ease. Children spend a long time using the circular dough cutter to create 'a sunshine' and carefully manipulate the dough knife to create a cloud shape. Outdoors, children learn how to confidently use and develop their physical skills as they climb, balance and crawl along on large pieces of equipment. Practitioners support children well by walking alongside, offering a helping hand to children who are a bit unsteady or unsure. This helps children to be safe and feel safe. As a result, children's emotional well-being is supported. Children access information and communication technology through programmable toys and using the computer. Resources reflect positive images of the wider world and their diverse community, such as books, pictures, dolls and small world figures. Children's understanding of mathematics is enhanced through counting, using number and recognising and naming shapes in everyday situations, such as playing a shape game, number lines, jigsaws, at snack time and engaging in number songs.

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

The pre-school operates an effective key-person system in order to support children's emotional welfare. As a result, children are relaxed and happy. Effective settling-in

procedures are in place when children begin attending the pre-school. They make a number of visits, based on their individual needs, before staying for the whole session. Staff gather good information from parents about their child to ensure their needs are met. This helps children make the move from home to the pre-school successfully.

Children understand expected rules of behaviour and listen carefully to instruction as practitioners promote clear and consistent messages. For example, children readily respond when practitioners ask them to wash their hands and sit down ready for snack. This shows their understanding of regular routines. Children show a good level of self-care and are learning to manage a range of aspects of personal hygiene appropriate to their age and stage of development. There are age-appropriate rules and boundaries in place and children are beginning to understand how to manage risk. For example, they understand the importance of handling tools and equipment safely. Effective risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. They know how to respond during a fire drill as these are regularly practised and discussed.

Children are provided with a good range of healthy and nutritious snacks. Snack time is a social occasion where conversation is encouraged and learning opportunities exploited. For example, children discuss how the pitta bread became brown on the outside and they share their thoughts about whether it had been cooked in the oven or the toaster. Practitioners provide a stimulating environment for children. Both indoor and outdoor areas are well resourced with a wide range of good quality equipment and activities, which engage children's interest. Consequently, children develop independence because they can make decisions about what to play with. However, there are missed opportunities to extend children's learning about the contribution of physical exercise and its links to healthy lifestyles. Children take part in various festivals and local events in the community. This helps them develop a sense of themselves, others and the world around them.

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

Practitioners have a good knowledge of safeguarding issues and they are all checked to ensure they are suitable to work with children. A robust recruitment and induction process is in place. All staff hold current Disclosure and Barring Service checks and regularly sign to say that there have been no changes to their circumstances, which may affect their ability to work with children. Practitioners are also well qualified. They attend regular training and are required to complete key courses, such as first aid and safeguarding. Therefore, safeguarding procedures are fully understood by all practitioners. Practitioners recognise the signs and symptoms that may indicate abuse and are clear about how to follow any concerns up promptly. Their practice is underpinned by a full written policy.

The manager and committee are fully committed to providing a high quality service to children and their families. They have taken on board and successfully addressed areas identified as needing improvement. Self-evaluation takes into account the views of parents when evaluating practice and setting priorities for the future. There is a comprehensive improvement and action plan of what, how and when they would like to achieve the

priorities. The manager demonstrates a good understanding of managing individual practitioners' performance, such as specific training for individuals and groups of staff, in order to address any identified performance issues. There have been recent changes to formalise the ways in which practitioners' performance is monitored. This is so that they can provide more effective feedback and put in place any other actions necessary.

The manager shows a secure understanding of her responsibility in monitoring the educational programmes and how children learn. This is evident as children have access to a broad range of experiences and activities within the pre-school. These cover all seven areas of learning and as a result, children make good progress. Good communication between practitioners and parents means that children's care and learning needs are met well. Partnerships with other professionals are strong and contribute significantly to children's well-being and development. The pre-school has sought support from various external agencies, such as speech and language therapists, health visitors and local authority advisers. Consequently, all children's learning and care needs are well met. Children are kept safe and make good progress in their learning. The pre-school has developed a process to transition children going to school. Children who are ready to move to school go for settling visits prior to moving permanently. Teachers at the local schools visit the children who will attend their provision and get to see them in the pre-school. This enables them to see children in an environment that is familiar and comfortable to them and ensures that children know their new teacher prior to moving to school. Transition documents are completed and handed over to schools to ensure teachers are aware of each child's individual needs before they start.

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	206816
Local authority	Derbyshire
Inspection number	965264
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	26
Name of provider	Matlock Bath Pre-School Playgroup Committee
Date of previous inspection	15/01/2014
Telephone number	07870 525001

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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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