

Wirksworth Pre-School

Cemetery Lane, Wirksworth, MATLOCK, Derbyshire, DE4 4FZ

Inspection date

14/07/2014

Previous inspection date

14/03/2011

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

- Practitioners have good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the nursery.
- Teaching is good. The practitioners have a secure understanding of how to effectively promote children's learning. Consequently, children are making good progress in their learning and development.
- Caring and sensitive practitioners provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Partnerships with parents and other professionals are strong. Consequently, children benefit from a collaborative approach to their learning.
- Leadership and management is good. The management have identified key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

It is not yet outstanding because

- There are occasions when some practitioners miss opportunities to extend children's communication and language development by not asking open questions during activities and not giving children sufficient time to answer.
- There is room to develop the resources in the outdoor area to offer children a more diverse and challenging experience, across all the areas of learning.

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 practitioners and children interacting during activities in the main play area and outside.
- The inspector carried out a joint observation with the supervisor.
The inspector looked at various documents, including policies and procedures,
- children's records, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the pre-school meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

Wirksworth Pre-School opened in 1965 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building in the village of Wirksworth, in Derbyshire. Children have access to an outdoor play area. The pre-school is open from 9am until 12 noon and 1pm to 4pm Monday to Friday, during term time. There is also a lunch time club. Children attend for a variety of sessions. There are currently 68 children on roll, all of whom are in the early years age group. Children with special educational needs and/ or disabilities are supported. The pre-school employs 10 childcare practitioners, of whom three hold appropriate early years qualifications at level 3 and five hold a qualification at level 2. The pre-school receives support from Derbyshire local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children to extend their communication and language development by asking more open questions during activities and by allowing sufficient time for children to think about and answer questions
- focus more precisely on how children can discover and explore the outdoors by offer richer and more diverse outdoor play experiences across all the areas of learning.

Inspection judgements

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

Practitioners are knowledgeable about the Early Years Foundation Stage and fully understand how young children learn and develop. They provide a broad range of interesting activities and experiences, which cover all areas of learning and allow children to have many opportunities to be independent in their play. The quality of teaching is good. Children have an individual planning record that details their starting points, ongoing progress and next steps in learning. The practitioners make very good use of spontaneous events and activities to extend learning, which demonstrates their firm understanding of the characteristics of learning and the early learning goals. For example, a group of children were role playing accidents. This was extended further into an activity about different accidents and how the children could contact the emergency services. Consequently, children are learning the skills to help them understand the world around them. Observations of children's interests and stages of development are used to plan a wide range of activities. This ensures that children's individual needs are met and learning is tailored to meet their requirements. Effective assessment and record keeping by

practitioners, means that children's progress is tracked regularly to ensure they are demonstrating typical development for their age. Practitioners also work closely with a range of external agencies, seeking advice and guidance to support children's individual needs, including those with special educational needs and/or disabilities. Summaries of children's learning and the progress check for children between the ages of two and three years are shared with parents and relevant agencies. This enables practitioners to target support where gaps in learning become apparent, and to close these gaps. This also helps to prepare children for their next stage of development and eventually school.

Children are actively encouraged to voice their interests. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. There is a broad range of resources, which are purposeful and appropriate for the age of the children. The staff ask the children what they want to play with and provide a variety of resources to ignite their interest. Children are encouraged to think about how they could use them, which helps children to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. Children enjoy being creative. They happily sit at tables and are encouraged to make rugby balls by cutting and sticking paper into certain shapes. These are then decorated and include letters, numbers, and colours. The children use the resources, such as scissors and glue sticks, confidently. Children are therefore ready for school when the time comes because they have a wide range of skills, to support their future education, as well as a very positive attitude towards learning. Practitioners verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for children. This promotes early language skills and sustained thinking. However, at times some practitioners do not ask enough open questions and can be too eager to answer their own question, which does not leave enough time for children to consider and verbalise their own response.

Partnerships with parents are well promoted because the staff actively encourage them to be involved in their child's learning. A wide range of information is gathered from parents at the children's first visit, which enables them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis. Parents are also supported in extending children's learning at home. Parents are very complimentary about the pre-school and the impact it has had on their child's development. These effective partnerships are enabling children to make significant progress as a result of consistency and coherence.

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

Practitioners have good relationships with children. Many of them have worked at the pre-school for many years and this provides consistency for children and their families. When children first start at the pre-school, their key person spends time settling them so that they build up secure bonds and attachments with them. They know the children well and this enables them to meet their individual needs. For instance, they recognise why some children feel unsettled when they arrive and they gently encourage them to join in the activities. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a

smooth transition from home to the pre-school. In addition, practitioners work closely with other settings, such as school, to ensure they provide the support children need as they embrace their future learning.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children behave very well for their ages and stages of development. Practitioners provide a positive role model for children and they ensure routines and boundaries are consistent, so that children know what is expected of them. Through every day routines and play, children are encouraged to share and take turns. This supports children to have cooperative and harmonious relationships with their peers. Children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation practise and they know to listen to practitioners and walk calmly around the building to the outdoor area.

Children are developing a strong understanding of healthy eating and enjoy an excellent range of freshly prepared, nutritious snacks. They help themselves to freely available water, so they do not get thirsty. Children wash their hands prior to eating, baking and when coming in from outdoors. They demonstrate great skill in doing this independently, or with minimal support. The easily accessed outside area allows children to get fresh air, learn about their environment and get vigorous exercise as they play with a range of outdoor resources available. However, there is room to focus more precisely on how the resources in the outdoor area encourage children's scope of discovery and exploration of the environment. For example by offering richer and more diverse outdoor play resources and experiences across all the areas of learning.

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

The committee, manager and practitioners have a good understanding of the safeguarding and welfare requirements and demonstrate vigilance when dealing with children's safety. Practitioners understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Relevant policies and procedures are updated in line with current requirements. Systematic recruitment and vetting procedures ensure practitioners are suitable to work with young children. Practitioners are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Consequently, children are kept safe whilst at pre-school.

The committee and manager have a robust understanding of Early Years Foundation Stage and their role in overseeing the teaching and learning in the pre-school. The manager monitors and evaluates the observations and assessments of all children to ensure that they continue to make good progress. As a result, the pre-school is a well-organised learning environment where activities are clearly based on children's interests and on meeting their learning and development needs well. Practitioners are well

qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Additionally, the manager regularly observes practitioners as they work with children, and monitors their performance through regular supervision meetings and appraisals. The manager fully supports practitioners professional development and organises a programme of continuous training that arises from practitioners individual needs, which helps them to improve their skills.

The management team have created a comprehensive self-improvement plan to keep driving, the already good provision, forward. Since the last inspection by Ofsted, there has been a review of the adult-led activities to ensure aspects of learning are identified. Children are fully supported to maintain their attention, concentrate and sit quietly when appropriate. Partnership working with other professionals is a real strength of the setting. Practitioners take children to visit their prospective school regularly. Relationships with the local authority advisors are established and the management team feel supported by the local children's centre. This means that children receive, and benefit from, the necessary support they need to make good progress. Partnerships with parents are good because the pre-school understands the importance and benefits of working together. Daily discussions and an 'open door' policy contribute to the good working relationships between practitioners and parents and to meeting the needs of the children. Parents offer positive feedback and are delighted in the difference they have seen since their children started at the pre-school.

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	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	206908
Local authority	Derbyshire
Inspection number	865457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	68
Name of provider	Wirksworth Pre-School Playgroup Association Committee
Date of previous inspection	14/03/2011
Telephone number	01629 822625

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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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