

# Holbrook Pre-School PlayGroup

Moorside Lane, BELPER, DE56 0TW

## Inspection date

24/10/2014

Previous inspection date

29/04/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 happy and enjoy coming to the pre-school. This is because key persons build strong and supportive relationships with children, which helps children feel safe and secure and supports their emotional well-being.
- Children's welfare and safety is effectively assured because the premises is secure. Staff follow safe practices and demonstrate a clear knowledge, and understanding of their role and responsibilities with regards to safeguarding and protecting children.
- Staff skilfully plan and provide a wide variety of stimulating and interesting activities that inspire children's enthusiasm for learning. Consequently, children make good progress and are keen to participate in inspiring experiences.
- The manager is a strong leader. She monitors the pre-school effectively and supports the staff team's professional development, which in turn, benefits all children.

### It is not yet outstanding because

- Staff do not make maximum use of opportunities to share information shared with parents about the achievements children make at home, to maximise children's learning potential.
- Staff do not always extend children's vocabulary and learning in focused activities to increase their language skills.

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

## **Inspection activities**

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

## **Inspector**

Janice Hughes

## Full report

### Information about the setting

Holbrook Pre-School PlayGroup was registered in 2013 and is on the Early Years Register and compulsory part of the Childcare Register. It operates from a building behind Arkwright Hall in the village of Holbrook, Derbyshire. The pre-school is run by a committee and is open five days a week, offering nine sessions. Morning sessions run from 9am until 12 noon and afternoon sessions are from 12.30pm until 3.30pm, during term time only. The pre-school also offers a lunchtime session from 12 noon until 12.30pm on a Monday and Friday. The pre-school is closed on a Wednesday afternoon. There are two rooms for the children to use and an area for outside play. Currently, there are 28 children on roll of whom all are in the early years age range. The pre-school currently supports children with special educational needs and/or disabilities and provides funded early education for three- and four-year-old children. The pre-school employs four childcare staff, of whom all hold an appropriate early years qualifications at level 3, and the manager holds a Foundation Degree in early years at level 5. The pre-school 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:

- extend opportunities for children to broaden their language development and extend their learning by, for example, introducing new words and asking open-ended questions while involved in focused, adult-led activities
- make more use of the information sought from parents about their children's achievements at home, to fully support and increase children's learning and development in the pre-school.

## Inspection judgements

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

Children make good progress in their learning and development. This is because staff understand how individual children play and learn and the quality of teaching is good. Staff effectively liaise with parents and gather information about the children's preferences and capabilities before the children start at the pre-school. They use this information, along with their initial observations, to form children's starting points. As a result, staff plan activities that are of interest to the children from the beginning. Consequently, children settle quickly into the pre-school routine. Generally, good two-way communication between parents and staff ensures that important information is exchanged in relation to children's progress and the next steps in their learning. Parents receive additional information about the range of experiences enjoyed by their children, for example,

through a website, newsletter and displays around the pre-school. However, opportunities to enhance parental involvement by sharing information about what children learn at home are not always maximised. As a result, staff are unable to use this information to help enhance their planning for children's future learning. Staff continue to teach, observe and assess the children while they play and analyse the information they obtain to identify children's next steps of learning and inform their future planning. As a result, they are able to provide exciting and challenging activities to meet children's individual learning needs. The assessment and tracking processes of the children are robust. Staff successfully complete the progress check for children between the ages of two and three years and provide summaries of children's progress throughout the year. Staff carefully plan children's experiences to ensure that they are inspiring and reflect children's interests. Staff are clear about what they hope individual and groups of children will learn and a good focus is placed on promoting the prime areas of learning. Consequently, children are progressing well in these areas and have a firm knowledge base from which they can learn new skills and this prepare them well for their next steps in their learning. Children with special educational needs and/or disabilities are wholly included in this process and make good progress given their starting points. Staff adapt activities and obtain resources to aid their development. For example, staff have purchased a bubble tube to aid children's sensory development.

Staff interact and motivate children with passion and enthusiasm and offer them plenty of exciting challenges. Children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play, gaining useful skills for the eventual move to school. They are engaged and show curiosity, and staff promote and enhance learning through play with positive attitudes. For example, children draw treasure maps after a discussion with staff about pirate's treasure. They hunt eagerly for the coins and scream with delight as they find them around the garden. Staff foster children's communication and language skills well most of the time. They constantly talk to children hold purposeful conversations. Children enjoy playing with the mud kitchen to express their creativity and imagination. Here they pretend to make pies; they add leaves and stir the mixture, place it in the pretend oven and wait for it to cook. Children enthusiastically talk with confidence to each other and staff while they play. They clearly explain what they are doing. For example, while playing in the sensory area and watching the bubble tube, they explain how the fish float up and down, demonstrating they are critically thinking about what they say and do. However, staff working in focused groups do not always broaden the children's language skills by introducing key words or asking a variety of open-ended questions, to extend their learning. Children love using the book area, which is comfortable and attractive. They sit with staff listening to stories and use the books independently. They turn pages correctly and discuss the pictures on the page. This helps children to understand that books bring pleasure. There are a good selection of books that are easily accessible to the children.

Children's mathematical skills are developing well, as children play in the sand and compare the patterns the trucks make and decide which one is longest. They count the pieces as they play board games and sing popular counting songs. Staff use everyday opportunities, such as snack time to encourage the children to estimate how many more plates are required. To further children's mathematical skills, staff plan activities, such as sorting toys, and provide opportunities for them to recognise the number and shapes in

adult-led activities and in the environment. Staff promote physical development throughout the pre-school effectively. Children use their handling skills skilfully, as they use a wide range of tools, such as, chalks, crayons, paintbrushes and scissors. These are used daily to create pictures, which are displayed well, demonstrating many different art and craft activities. These include cotton reel and finger printing and marble painting and children's own creations, which also help children to express their own ideas. Children's physical development is further promoted as they play outside. Here, they climb, balance and use small equipment, such as bats and balls where they learn to catch, throw and kick. Furthermore, children enjoy the many opportunities to explore the natural world as they dig in the garden and watch the effect the wind has on the streamers. Children are investigating and thinking well as they decide how to make the balls travel through the drain pipes. Staff support and guide the children just enough to enable them to solve the problem. Children are excited and proud of their efforts and run to tell other staff of their achievement. This shows that they are effective learners and enjoy their play.

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

Staff welcome children warmly on arrival. Children settle quickly in this welcoming and friendly pre-school. Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the pre-school and means that children's emotional well-being is well fostered. Children show that they feel safe and secure because they happily separate from their parents. Key staff have responsibility for particular children and liaise with the parents to gain clear information about each child's individual care needs. Parents spoken to on the day of inspection particularly highlighted the positive relationships their children enjoy with their key persons. Children confidently select their chosen activity, become engaged in their play and chat happily to their friends. This supports them in developing trusting relationships. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff and the committee put a lot of effort into the presentation of the rooms where children are cared for. This helps to create an exciting and stimulating learning environment. Children have access to a broad selection of high quality resources and toys, which are well maintained and cover all areas of learning both inside and outdoors. Children enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is good. Children play cooperatively, taking turns and sharing resources. These approaches help children to develop respectful attitudes towards others and provide a strong message that everybody is valued. Staff understand their responsibilities to keep children safe and supervise children well, enabling the children to move from the inside to the outside environment freely and safely. Staff are very safety conscious and takes positive steps to identify hazards and minimise risks to ensure the pre-school is secure and safe both inside and out. Children are learning about how to keep themselves and others safe. For example, children go up and down the ramp to the pirate ship carefully, and staff remind them to take their hands out of their coat pockets and their friends tell them to 'hold on'. This teaches children to play safely as they

use the challenging equipment. Children take part in regular fire evacuation drills, which helps raise their understanding of what to do in an emergency.

Children are learning self-help skills well. For example, they wash and dry their hands independently for snack. They then choose their own cups and plate, pour their own drink and serve themselves their food. These activities help develop children's independence and are delightful socialising times because children talk about what they have been doing throughout the day and their home lives. Children benefit from having regular fresh air and exercise as they make good use of the outdoor play space. Children are supported to develop a secure understanding of the importance of healthy lifestyles. Children benefit from balanced nutritious snacks daily and staff ensure children's dietary needs are met. In addition, children learn about food that is good for them by participating in activities with the Charlie the Chef puppet. Drinking water is accessible to children who can help themselves throughout the day. Children have very good opportunities to prepare them for their move to school. They experience visits to the school assembly and lunchtimes. This means children are emotionally well prepared for their move to school.

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

Leadership and management is strong. There have been vast improvements since the last inspection. Recently, Ofsted made a monitoring visit to the pre-school and the inspector found that all requirements from the last inspection had been effectively addressed. These included major improvements to the security of the premises. She looked at the risk assessment procedures and found they were comprehensive and reviewed; and updated to incorporate recent changes to the gate and the main entrance. She found that the manager had explained how the changes had been shared with staff at a recent staff meeting, to keep children safe and protected. Also, the manager and committee had revised the greeting and departure policy and procedures, which has been shared with parents. The inspector found that the manager has developed a comprehensive action plan to address the issues raised at the last inspection and has introduced systems to evaluate the quality of the practice and the impact this has on outcomes for children. This has enabled the manager to accurately identify how to address the areas for improvement, implement any changes, to ensure children are always safe. As a result, of the changes made, children now play in a secure safe environment.

Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are very good and most staff have attended a safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns or allegations made about a member of staff. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely accessing resources as they choose. Recruitment procedures are rigorous to ensure the suitability of staff. They include having a Disclosure and Barring Service check, a thorough induction process and a three month probationary period. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Documentation for the safe and effective management of the pre-school is extremely well organised,

regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted. The manager and her team ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children. The manager has a clear understanding of the learning and development requirements and reviews activities by talking with staff. The manager regularly checks the planning and assessments to ensure children receive effective support, and key persons track children's achievements on grids. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. The manager has developed robust methods for monitoring the quality of teaching and learning during activities. Consequently, opportunities are always explored to enhance further the effective practice of promoting children's learning and development.

Performance management processes are effective to support consistency of practice. There are comprehensive supervisions and a detailed appraisal system. Staff complete a range of training courses and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure staff's personal professional development, but also enhance the pre-school and lead to maintaining good quality care for all children. The manager has put together a training programme, to ensure the training also meets the needs of the children and improves their learning and care. She has completed a detailed self-evaluation of the pre-school. She takes into account the views of the committee, staff, parents and children. As a result, their ideas and views are incorporated into the action plan and provides them with some ownership of the pre-school. Staff have generally strong relationships with parents. Parents receive a wide range of information about the pre-school. For example, a prospectus includes activities offered under the Early Years Foundation Stage to raise parents' awareness of what is taught. Copies of policies and information about the organisation of the pre-school are available to be seen. Parents are very satisfied with the service they receive and children's happiness in the pre-school. Parents speak highly of the pre-school, and those interviewed during the inspection comment on how well staff know their children and effectively support their progress and welfare. The manager and staff work equally well with other professionals who offer support for the benefit of children. This is very evident in the links they have made with many specialists to help support children with special educational needs and/or disabilities. They have also made effective links with the village school. The manager and team are clearly well informed about the importance of sharing information to promote children's individual learning and development needs.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY471274
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	975394
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Holbrook Pre-School Playgroup
<b>Date of previous inspection</b>	29/04/2014
<b>Telephone number</b>	07800891324

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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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