

Matlock Pre-School Playgroup

205 Smedley Street, Matlock, Derbyshire, DE4 3JD



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| Inspection date | 29 June 2015 |
| Previous inspection date | 8 February 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff provide a warm and welcoming environment for children. The pre-school is well resourced, bright and tidy. Children happily choose toys and activities to play with both indoors and outside.
- Staff know their key children well. They build warm and affectionate relationships with them, which help children to settle quickly.
- Children benefit from good teaching. Staff are attentive and offer them praise and encouragement as they play. Activities are well planned, focused on children's interests and next steps.
- Children with additional needs are supported effectively. Staff work closely with outside professionals to ensure that the care they provide is consistent.
- Staff have a good understanding of safeguarding issues. They know what to do should they have any concerns about children's welfare.

It is not yet outstanding because:

- Staff have not ensured that there is a regular, two-way flow of information with parents about children's learning and development.

What the setting needs to do to improve further

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

- build on the good partnerships with parents, by ensuring that there is a regular two-way flow of information about children's learning and development.

Inspection activities

- The inspector observed the children and staff participating in activities and daily routines both indoors and outdoors.
- The inspector spoke to members of staff at suitable times and held discussions with the manager and chair of the committee.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the manager's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents from recently completed questionnaires.

Inspector

Josie Mapes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Well-qualified staff plan a wide range of activities to promote children's learning and development across all the areas of learning. For example, children enjoy building a structure out of large wooden bricks. They work cooperatively together, lifting and transporting the bricks into place. Children effectively manage their own safety and talk to each other about where the bricks can be placed to make sure they are secure. Staff skilfully extend children's learning by introducing sheets and blankets so that they can turn the structure into a cosy den. Staff assess children's progression accurately and identify areas for further support in order to move them forward in their learning. Children with special educational needs and/or disabilities make good progress because staff provide tailored resources and activities to promote their development. Parents are involved in children's learning because staff send activity bags based on children's likes and interests home with them. However, staff have not developed a two-way flow of information about children's learning. This means that parents are not fully aware of what children are achieving in the setting, and staff are not well enough informed about children's achievements at home.

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

Staff promote children's emotional well-being positively, therefore, children are confident and motivated to learn. Staff encourage children to be independent and resourceful. For example, children routinely serve their own snacks and drinks when they are hungry or thirsty. Children develop an understanding of healthy lifestyles because, for example, they have opportunity to grow and harvest vegetables in the outdoor area. Children talk excitedly about the apples that they can see growing on a recently planted tree. Staff employ skills from recent training courses to monitor and track children's behaviour. Children generally behave well and staff supervise their play effectively, encouraging them to be kind and gentle to each other. Staff have robust procedures in place to protect children from harm. They regularly attend safeguarding and first-aid training to update their skills and knowledge.

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

The manager has worked hard to build a strong staff team who are enthusiastic and committed to improvement. There is a strong desire to continually improve and develop through effective self-evaluation. She has a good understanding of the requirements of the Early Years Foundation Stage, overseeing and moderating the tracking of children's progress to ensure that it is accurate. Furthermore, this information is used to make sure that there are no gaps in the educational programme. Recruitment procedures are good and include background checks to establish if staff are suitable for their role. The manager works closely with local schools to ensure children are prepared for the next stage in their learning.

Setting details

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| Unique reference number | 206817 |
| Local authority | Derbyshire |
| Inspection number | 864127 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 16 |
| Number of children on roll | 28 |
| Name of provider | Matlock Pre-school Playgroup Association Committee |
| Date of previous inspection | 8 February 2012 |
| Telephone number | 01629 583639 |

Matlock Pre-School Playgroup was registered in 1960. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday term time only. Sessions are from 8.50am to 11.50am. The pre-school provides funded early education for two- and three-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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.

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