

Matlock Pre-School Playgroup

50 Woolley Road, MATLOCK, Derbyshire, DE4 3HU



Inspection date	17 November 2015
Previous inspection date	11 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school manager leads with drive and enthusiasm. She is dedicated to the pre-school's continuous good improvement. The well-qualified and experienced staff team work very well together. Staff are good role models. Children witness mutual respect amongst the adults who care for them.
- The pre-school boasts a well resourced and thoughtfully laid out learning space, both indoors and outside. Children move around confidently and happily choose from the activities and resources available to them.
- A real strength of the pre-school is how effectively staff work with parents. Parents are truly valued as children's first educators. Staff ensure that there are frequent opportunities for parents to be involved in their child's learning and development.
- All children make good or better progress at the pre-school. Disabled children and those with special educational needs are particularly well supported in their learning and development. Any identified gaps in children's learning are quickly closed because staff tailor their care and learning needs accordingly.
- The quality of teaching is consistently good and at times outstanding. Children develop key skills for their next stage in learning.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's thinking skills.
- The programme of professional development does not fully support staff to constantly improve their knowledge, understanding and practice to the highest level.

What the setting needs to do to improve further

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

- make better use of opportunities to enhance children's thinking skills
- strengthen the programme of professional development and support all staff to be able to deliver excellent teaching practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management is good

The pre-school benefits from the guidance of a strong and visionary leader. She is driven, motivated and hard working. She fosters a culture of ongoing improvement, in order to raise the already good standards. The pre-school has good procedures in place for recruitment. Staff are supervised and monitored with appropriate targets set to support them in their professional development. They undertake regular training both in-house and with the local authority. Monitoring of children's progress is effective to understand and address gaps in children's development quickly. The manager completes regular risk assessments to identify and minimise hazards in the environment. The arrangements for safeguarding are effective. All staff have a robust knowledge of the procedures to follow if they have concerns about a child.

Quality of teaching, learning and assessment is good

The well-qualified staff team have a secure knowledge and understanding of how children learn. They get to know children well. They effectively observe children and use these observations to assess their level of development. Staff confidently plan activities and provide support and challenges that are successfully matched to children's individual needs. Children have opportunities to explore numbers, problem solve and develop their language skills. For example, during a baking activity staff effectively promote children's understanding of weight and measurement and encourage children to share and work together as a team. Staff understand and implement the learning and development requirements of the Early Years Foundation Stage. They frequently discuss with parents how they can support their child's learning at home.

Personal development, behaviour and welfare are good

An effective key-person system supports children's well-being very effectively. Staff are good role models for children and behaviour is positively managed. Partnerships with other agencies are strong. Staff work closely with other professionals to ensure good outcomes for children. The manager has built particularly strong links with the local school to ensure that children have a smooth and happy move to school. Staff plan lots of activities to prepare and support children. For example, children can practise dressing up in school uniform in the role-play area. Trips to see school performances help to give children a sense of belonging in a new and unfamiliar environment. Parent feedback is very positive. They say, 'My child loves coming here, the staff are wonderful'. Staff communicate clearly with each other to ensure that any information which may affect children is passed on quickly. Children have ample opportunity for fresh air and exercise in the well resourced outdoor space.

Outcomes for children are good

All children are developing well within the expected range of development for their age. Children progress well from their starting points and are well prepared for school. Children who speak English as an additional language make particularly good progress. Children's starting points are identified well and any gaps in learning are quickly addressed.

Setting details

Unique reference number	EY431772
Local authority	Derbyshire
Inspection number	853252
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	24
Number of children on roll	32
Name of provider	Matlock Pre-school Playgroup Association Committee
Date of previous inspection	11 January 2012
Telephone number	0162955207

Matlock Pre-School Playgroup was registered in 2011. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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