

Peak Pre School

Stanton-in-Peak C of E Controlled Primary School, School Lane, Stanton-in-the-Peak,
MATLOCK, Derbyshire, DE4 2LX



Inspection date

24 November 2015

Previous inspection date

10 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Staff know individual children very well. They accurately identify what children need to learn next and plan activities using children's interests. Consequently, children are challenged and enjoy learning.
- Staff and leaders have worked hard, with support from the local authority, to make improvements. There are now good procedures in place to carefully observe children and accurately assess their learning.
- Children's progress and planning for their learning are closely monitored. The manager and staff quickly identify any concerns about children's development and provide additional support. Consequently, any gaps in children's learning are closing.
- Staff and leaders have worked hard with support from the local authority to make improvements. They regularly observe children carefully and accurately assess their learning.
- Staff are very skilful in supporting children to understand what acceptable behaviour is. They teach children how to talk about their own feelings and to respect other people.
- Children are happy and confident at the pre-school. They form strong attachments to staff and other children. This provides the secure base they need to happily explore and become independent.

It is not yet outstanding because:

- Sometimes, staff are not highly responsive to children's own ideas during activities. They are not always really skilful in extending children's thinking skills and imagination.
- The performance management of staff has not been highly focused on developing the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- strengthen the quality of teaching so that staff more effectively use children's own ideas to extend activities and further challenge their thinking
- enhance staff's performance management so that incisive evaluation of the quality of teaching identifies focused professional development opportunities.

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 sampled children's development records, planning documentation and a range of other records, policies and procedures.
- The inspector had discussions with the pre-school manager and provider, and 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

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff have made changes since their last inspection to improve the quality of the care and education they provide. They have used support from their local authority to establish an effective approach to understanding individual children's learning. This is used consistently and allows staff to efficiently review the curriculum and children's progress. The staff and newly appointed manager are qualified and ambitious. They have clear areas for further development and take swift action. For example, the manager quickly adapted how they planned for learning to ensure it always reflects children's interests. Staff work well as a team to support each other and have accessed a range of training. However, their performance management has not included precise and detailed evaluations of the impact of their interactions on children's learning. The arrangements for safeguarding are effective. Suitable procedures are in place to protect children and staff understand how to deal with concerns about their welfare.

Quality of teaching, learning and assessment is good

Staff know children and their families very well. They collect information from parents about what children can do before they start and continue to discuss their learning regularly. The observations staff make of children capture details about what children can do and how they prefer to learn. For example, they note how well children concentrate and where children like to spend their time. All this information is used to plan challenging activities. Staff provide learning experiences that allow them to use a range of teaching strategies. They successfully motivate children to get involved, encourage them to listen carefully and allow them time to think. However, sometimes staff do not choose the very best way to respond to the ideas of individual children during an activity. For example, they do not always effectively adapt their questions and strategies for different children.

Personal development, behaviour and welfare are good

Children form secure attachments to staff who are perceptive to children's needs. Staff provide comfort and reassurance for children and parents report how quickly children settle at the pre-school. Children enjoy the stimulating environment both inside and outdoors. They make independent choices, lead their own play and confidently ask for help. Staff are particularly skilful at helping children manage their feelings and behaviour. They patiently and consistently show children how to talk kindly to each other and tolerate their differences. Staff involve children in thinking about how they can keep themselves safe when they go on outings. The pre-school is developing different ways to help children understand their own values and respect those of others.

Outcomes for children are good

Children are well prepared for school. Staff identify the skills individual children need to develop and provide suitable learning experiences. As a result, children are reaching expected levels for their age. When children need additional support they make excellent progress so that any gaps in their achievements are closing. The pre-school has strong links to the local schools that support children as they move on.

Setting details

Unique reference number	EY457881
Local authority	Derbyshire
Inspection number	1028793
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	10
Number of children on roll	8
Name of provider	Peak Pre School Committee
Date of previous inspection	10 July 2013
Telephone number	01629636301

Peak Pre School was registered in 2013. The pre-school employs three members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, during term time only. Sessions are from 9am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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