

Bakewell Pre-School Playgroup

St. John Hall, Dagnall Gardens, Bakewell, Derbyshire, DE45 1EN



Inspection date

22 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 children very well. They plan a stimulating and challenging educational programme to meet each child's individual learning needs. Children of all ages and abilities are keen and motivated to learn and develop well in their learning.
- Staff are kind, caring and attentive to what children say and do. This helps them to build strong bonds and secure emotional attachments, which supports children's well-being and personal development effectively.
- Children learn constantly about keeping themselves safe. Staff are patient and explain their expectations of children clearly. This helps children to act safely and behave well.
- Parents are positive about the impact that staff have had on their children's development. Parents are asked to contribute towards their children's assessment by sharing their knowledge of what their children know and can do.
- The manager's demonstrate a good commitment to improving the outcomes for children. Their monitoring and self-evaluation demonstrates a positive attitude to the development of their provision.

It is not yet outstanding because:

- Although staff provide children with many good opportunities to develop their communication skills, they do not take every opportunity to help children to share and develop their own ideas and to solve their own simple problems.
- Although managers and staff benefit from frequent meetings to discuss their performance, the system for professional development is not sharply focused on enhancing the quality of teaching to an even higher level.

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 share and develop their own ideas and to solve their own simple problems
- extend the system for professional development to ensure a targeted approach is used for building on good teaching practice.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the managers.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the two managers and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff have a good understanding of the requirements of the Early Years Foundation Stage and how children learn through play. They monitor individual children's progress closely. This helps to ensure that the quality of teaching and children's learning is good. The arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child. Checks and monitoring are in place to ensure that the premises are suitable and that children can access resources safely. Staff have developed good links with other settings that children attend and the local schools. This helps to provide a consistent approach to all children's care and learning.

Quality of teaching, learning and assessment is good

Staff effectively use assessments linked to their observations to track children's progress and plan for their learning. They skilfully promote children's learning by encouraging them to enjoy a wide range of play experiences. Staff give children lots of individual attention and reassurance. They encourage them to try new activities. Children enjoy mixing flour and baby oil together to make magic sand. They enthusiastically use their fingers and hands to make swirling patterns and create snails and sandcastles. Staff effectively extend children's learning by introducing mathematical concepts through play and exploration. Children eagerly count and name different colours and shapes, such as, orange, triangle and rectangle at group time. Children respond well to the individual attention provided by staff, who recognise the uniqueness of each child. Children's communication skills develop well. Staff model words for them and encourage their understanding during story time and rhyme time.

Personal development, behaviour and welfare are good

Staff are good role models and give children lots of positive praise and encouragement. They provide clear and consistent boundaries to teach children right from wrong. Children are confident to explore, try things for themselves and make new friendships. They learn to respect each other, behave appropriately and work together in harmony. Physical activities and exercise are well promoted throughout the day. Children respond positively to being active. They eagerly ride bicycles and scooters, and use paint brushes and water to decorate the fence. Children throw themselves wholeheartedly into activities with imagination and energy. At snack time, staff encourage children to try new foods and help them to prioritise healthy options, such as fruit. This promotes children's good health and well-being.

Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress in their learning and development, and in readiness for school. Any gaps in individual progress are quickly identified and planned for by each child's key person.

Setting details

Unique reference number	EY479586
Local authority	Derbyshire
Inspection number	979919
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	22
Number of children on roll	11
Name of provider	Bakewell Pre-School Playgroup Partnership
Date of previous inspection	Not applicable
Telephone number	07976140475

Bakewell Pre-School Playgroup was registered in 2014. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one holds a qualification at level 6 and one holds Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon, with an additional session from 12 noon until 3pm on Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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