

Buxworth Pre School

Buxworth Memorial Club, Station Road, Buxworth, HIGH PEAK, Derbyshire, SK23 7NJ



Inspection date

8 December 2016

Previous inspection date

14 March 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop excellent social skills and gain useful skills as they learn to complete manageable tasks. For example, they help each other and take responsibility at tidy-up time.
- Well-qualified staff meet children's individual needs extremely well. They work in partnership with other professionals to successfully support children who have special educational needs or disabilities.
- Children behave exceptionally well. Staff use exemplary methods to encourage them to listen to and respect each other. Their support helps children understand their own actions and how these may affect the feelings of others.
- Partnerships with parents are very good. Parents are informed regularly about their children's achievements and receive good guidance to support their child's learning at home. Parents speak highly of the staff team and comment that they value the care and support their children receive.
- Staff make good use of assessments to quickly identify children who may not be making typical progress. They put in place effective measures to help close any gaps. All children make good progress given their starting points.

It is not yet outstanding because:

- The provider and manager do not include parents' and children's views in the pre-school's self-evaluation methods, in order to help identify areas for further improvement as effectively as possible.
- The provider does not use all opportunities to monitor staff performance to raise the good standard of teaching 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:

- increase opportunities for parents and children to be more involved in the self-evaluation process
- focus more precisely on monitoring teaching to identify the professional development needs of staff as effectively as possible and raise the quality of teaching to the highest level.

Inspection activities

- The inspector viewed the premises and the toys and equipment provided.
- The inspector held discussions with committee members, the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including children's records, policies and procedures and evidence of the suitability of staff and committee members. She discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents and teachers spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a clear understanding of what to do if they have any concerns about a child's welfare. Thorough recruitment and vetting procedures are followed to check the suitability of staff. Children's safety is fostered very well. Staff carry out detailed risk assessments and regular checks. They keep the premises secure and staff are effectively deployed. Children develop a good awareness of how to keep themselves safe. Gentle reminders from staff help them to understand how to use space and equipment in appropriate ways. A broad programme of professional development has developed staff's knowledge and enhanced their practice and teaching skills. The staff team has regular meetings where they share best practice. The manager and staff show a strong commitment towards making improvements. Additional funding is used effectively to support the individual needs of children.

Quality of teaching, learning and assessment is good

Children enjoy playing with a wide range of toys and materials. Activities are based on children's interests. Children have many opportunities to make choices about what they would like to do and are becoming confident and capable learners. There is a strong focus on teaching the prime areas well, especially communication and language skills. Staff interact with children effectively, speaking clearly and asking questions that encourage children to think. Children enjoy performing their Christmas concert which they have been practising and are very excited about. Children enjoy making their own stir fry for lunch. They talk about different vegetables, their textures and how they smell. For example, one child said that the leeks they were chopping smelled like 'sweaty socks'.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective. Children form exceptionally strong bonds with key staff who are very aware of their individual needs. This supports them to make at least good and sometimes outstanding progress in their learning and development. Children settle extremely quickly and demonstrate very high levels of self-esteem and security in readiness for school. They learn to take care of their personal needs, developing strong independence skills. Children's independence is successfully promoted throughout the day. Staff offer praise and encourage children to 'have a go'. Children flourish as they learn important social skills, demonstrating excellent cooperation and negotiation as they play with one another. Their understanding of healthy lifestyles is very well supported. They cook regularly, enjoy music and movement and take trips into the community as part of learning about the wider world. Children have access to the outdoor area where they have many opportunities to develop their physical skills.

Outcomes for children are good

Children concentrate well and develop good social skills and high levels of confidence. They enthusiastically join in singing familiar songs and complete the actions. Staff are good teachers of mathematics. They are skilled in taking opportunities as they arise to extend children's mathematical skills. This helps children to make very good progress in this area of learning. All children are prepared well for their future learning.

Setting details

Unique reference number	EY454358
Local authority	Derbyshire
Inspection number	1066393
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	17
Name of registered person	Buxworth Pre-School Committee
Registered person unique reference number	RP522876
Date of previous inspection	14 March 2013
Telephone number	07807329801

Buxworth Pre-School was registered in 2012. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications, with two at level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.55am until 11.55am on Monday, Wednesday and Friday and 8.55am until 2.55pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disabilities.

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