

Inspection date

11 January 2017

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

- The manager is ambitious for all children to learn in a stimulating environment and achieve well. She has high expectations and sets a clear direction for the pre-school's future development. She is strongly supported by the staff team.
- Children, including those who have special educational needs and disabilities, make good progress in their learning during their time in the pre-school. They acquire the knowledge, skills and understanding they need to succeed in their future education, including starting school.
- The staff accurately assess children's learning and development needs. They plan stimulating and imaginative activities to engage children's interests and promote curiosity.
- The staff help children to develop good social skills. Children learn to cooperate and play and learn together. They are well behaved and learn to follow instructions.
- Staff establish good relationships with parents. They keep them well informed about their children's progress. Parents appreciate the warm and welcoming environment the staff provide. The pre-school forms strong links with other settings children attend.

It is not yet outstanding because:

- The leadership team does not fully analyse the progress made by all groups of children to reduce any differences in their achievement.
- Staff's professional development is not yet robustly focused on raising the quality of practice 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:

- compare the progress made by different groups of children and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible level
- strengthen procedures for staff's professional development to raise the quality of teaching to outstanding.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The manager has created an effective team of staff that shares a drive for consistent improvement. The management team gathers the views of parents, staff and children to sharply evaluate the quality of provision and plan future developments. For example, the pre-school has developed the systems for giving frequent feedback to parents in response to their suggestions. The staff form strong links with other settings children attend. This contributes to good continuity in their learning and development. The arrangements for safeguarding are effective. All staff have first-aid training and know how to respond to an accident. Staff are well deployed to supervise children. They have attended child protection training and they ensure their knowledge and understanding are up to date.

Quality of teaching, learning and assessment is good

Staff accurately assess children's achievements. Staff make effective use of assessments to help children make good progress towards the next steps in their learning. Resources are colourful and stimulating and children are keen to play with them. For example, children develop their shape and number skills when they order dinosaur toys in a model prehistoric land. Staff help children to listen carefully and think about what they hear. For example, children pay close attention to the story they are listening to and keenly anticipate what will happen next. Staff help children develop their curiosity and explore the world around them. Staff make very good use of their close partnership with the primary school they are based in, to prepare children for the next stage in their education. For example, children develop their thinking and problem-solving skills in their regular woodland activities with older children.

Personal development, behaviour and welfare are good

Staff set a very good example for children to follow. There is a calm, yet busy atmosphere indoors and outside. Children are polite and friendly. They learn to take their turn and share resources with each other. There are good procedures to help children have a smooth start to their time in pre-school. Children and their parents get to know their key person well. This helps children to grow in confidence and feel secure. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy choices and to try new food and to be physically active. Children's independence skills are well established. They help to plan their own learning and are very efficient at tidying and organising their toys and activities.

Outcomes for children are good

Children achieve well from their individual starting points. Children, including those who have special educational needs and disabilities, make good progress in their communication skills. They develop a good knowledge of popular stories and nursery rhymes and join in well with repeated phrases in the story. They develop early reading and writing skills well. For example, they sort pebbles with letters on to match their name cards and make new words. Children achieve well, using their creative and problem-solving skills.

Setting details

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|--|---|
| Unique reference number | EY480201 |
| Local authority | Derbyshire |
| Inspection number | 984691 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 3 - 5 |
| Total number of places | 24 |
| Number of children on roll | 10 |
| Name of registered person | Paula Jane Beswick |
| Registered person unique reference number | RP514651 |
| Date of previous inspection | Not applicable |
| Telephone number | 07946348674 |

The Peaks was registered in 2014. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens on Wednesdays during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school also operates four days a week at a nearby venue under a separate early years registration.

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