

Hope Pre-School Ltd

Loxley Hall, Market Place, Hope, HOPE VALLEY, Derbyshire, S33 6RH



Inspection date

2 March 2017

Previous inspection date

18 November 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make very good progress from their starting points and their development is thoroughly monitored by staff and leaders. Staff carefully observe children to find out what they can do and identify exactly what they need to learn next.
- Overall, teaching is consistently strong. Staff use children's play effectively to teach children the important skills they will need for their next stage in learning. Children's communication, physical and emotional development are particularly well supported.
- Children are confident and their behaviour shows they feel very secure and safe at the pre-school. They form strong attachments to staff, develop their own friendships and show they can think about the feelings of others. They make their own choices in the stimulating environment and show high levels of concentration.
- The manager is ambitious and accurately evaluates the setting to identify areas for improvement. Her expert knowledge ensures that the curriculum provides a broad range of interesting learning experiences that is matched to the needs of all the children.
- Partnerships with parents are very strong and detailed information is shared about children's development and interests. Parents and staff work together and successfully promote children's learning at pre-school and at home.

It is not yet outstanding because:

- The evaluation of the impact of staff's interaction on children's learning is not always incisive enough to drive the quality of teaching of all staff to the very highest level.
- On occasions, teaching is not highly effective at supporting children's problem-solving skills. Some staff occasionally do not use the very best questions to encourage children to talk about and explain their thinking.

What the setting needs to do to improve further

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

- help staff rigorously evaluate the impact of their interactions on children's learning
- build on children's own investigations and enhance the questions staff use to better support children's thinking and problem-solving skills.

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 and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified and has a clear vision for the pre-school. She has thoroughly evaluated the provision and reviewed the progress of all children to identify specific areas for improvement. Additional resources and activities were introduced that have been successful in developing children's dexterity and strength ready for holding a pencil. The pre-school has particularly strong partnerships with local schools and children have various opportunities to get to know their new teachers. The manager makes good use of different professional development opportunities to improve practice. New routines and equipment are carefully researched before being implemented and staff receive personalised support as they take on new roles. Safeguarding is effective. Procedures are in place to help staff recognise and deal with concerns about children's welfare.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy learning through play. Staff make the most of children's interests to extend their learning. Younger children playing with trains have their language and early counting skills sensitively reinforced and challenged. Older children's interests in planets is skilfully expanded to bring in music and crafts and encourage their imaginations. The manager has an expert knowledge of how children learn and uses very high-quality teaching strategies that encourage children to think. However, not all staff consistently use highly effective questions that make the most of children's individual investigations to promote problem-solving skills. The pre-school offers a wide range of different learning environments through the week, including local woodlands and playgrounds. Staff carefully plan how these support children's physical, personal and social development.

Personal development, behaviour and welfare are good

The environment is planned in detail and children are motivated to experiment with the interesting resources they are to explore. Younger children become absorbed in their own investigations of curious objects and collections of different materials. Older children are inspired to play with and discuss the shapes of letters and numbers. The pre-school makes the most of their local community to help children learn about different customs and traditions. They also sensitively challenge children's ideas about the differences between each other and provide opportunities to learn about the wider world. Children develop healthy eating habits, show they are becoming independent and that they understand the simple rules at pre-school.

Outcomes for children are good

Children make very good progress from their starting points. Older children are able to form some of the letters in their name and are learning to resolve conflicts with their friends. Younger children quickly develop in confidence and enjoy looking at books, both independently and with staff. All children are learning how to share, talk about their feelings and think about the needs of others.

Setting details

Unique reference number	EY395513
Local authority	Derbyshire
Inspection number	1065399
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	23
Name of registered person	Hope Pre-School Ltd
Registered person unique reference number	RP904208
Date of previous inspection	18 November 2013
Telephone number	07776 041 403

Hope Pre-School Ltd first registered in 1982 and was registered again in 2009 under the ownership of a non-profit making limited company. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm with afternoon sessions on Monday and Thursday from 12.15pm to 3.15pm. The session on Friday is 'forest fun' and is held in nearby woodland. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

