

Matlock Bath Pre-School

The Community Room, Grand Pavilion, South Parade, Matlock Bath, Matlock,
Derbyshire, DE4 3NR



Inspection date

Previous inspection date

19 July 2017

20 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The procedures for informing Ofsted of changes and for vetting members of the management committee are not good enough. Not all of the members have had the required Ofsted checks completed to ensure they are suitable for their role.
- On occasion, staff do not quickly recognise when to adjust their teaching to further challenge the most able children.
- Staff do not offer the best possible support for children who speak English as an additional language to help them communicate well with others.

It has the following strengths

- Partnerships with parents are well established. Information is exchanged effectively between parents and the staff team. As a result, children's care and learning needs are met well.
- Staff provide a well-resourced environment, both inside and outside, that enables children to make independent choices in their play. Children are curious and are active learners.
- The manager and staff are enthusiastic and work very well as a team. They know the children they care for exceptionally well. They are skilled and provide good support for each child in their care.
- Children settle quickly into the pre-school. Their emotional security is given the highest priority. Staff provide activities and toys based on children's interests. There are warm and secure attachments between children and the staff.
- Children behave well. They are polite and courteous to others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- provide Ofsted with the necessary information to enable them to carry out suitability checks on all members of the management committee. 09/08/2017

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

- build further on opportunities to extend and challenge the most able children so that they achieve to the highest level in their learning and development
- provide more support for children who speak English as an additional language to enable them to make rapid progress in their ability to communicate with others.

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 manager.
- The inspector held a meeting with the manager and the responsible person. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of changes to committee members and to provide information needed to complete all of the required suitability checks. However, this does not have a significant impact on children's safety as Disclosure and Barring Service checks have been obtained. Also, committee members do not have direct contact with the children. The manager ensures that all staff have a secure understanding of their role and responsibility to protect children. Safeguarding is effective. Staff know the action to take if they have concerns about a child's welfare. They have a good understanding of how to manage and minimise risks to children without restricting opportunities for their play and development. Reflective practice is used to consider all aspects of the pre-school and involves staff, parents and children. The manager has an effective programme of supervision and professional development for all staff. She ensures that they access training to help improve the outcomes for children.

Quality of teaching, learning and assessment is good

The manager effectively monitors the progress of individual and groups of children, and helps to close any gaps in their learning. The staff use their observations of children to effectively assess the progress they make in their development. They carefully plan interesting activities to support individual children in their learning. However, they sometimes do not provide extra challenge for the most able children. Staff interact well with children and are enthusiastic in their teaching. They successfully model language, ask questions and actively listen to children to help to develop children's language for communication. However, staff do not help children who speak English as an additional language as well as possible. Staff help children to think critically and work things out. For example, during a water activity, staff ask children to work out how long it will take to fill the tray up with water. Children quickly seek out a sand timer. They count to over one hundred as they concentrate and become deeply involved in the task.

Personal development, behaviour and welfare are good

The good key-person system helps to ensure that all children are emotionally well prepared to learn. Children are happy, settled and secure. Staff are good role models. They help children learn to take turns and share toys. Children quickly learn what is expected of them, such as tidying up the toys together. Children have good opportunities to enjoy fresh air and be active. They spend time outside to develop a variety of physical skills. Mealtimes are a social occasion and staff help children learn about healthy foods.

Outcomes for children are good

All children, including those in receipt of funding, are making good progress from their starting points. Children enjoy listening to stories and show good early literacy development. They make marks on different surfaces with water and paint brushes. They recognise and name different shapes, developing their mathematical skills. Children have good independent skills and confidently manage their own personal care routines. They demonstrate they have the necessary skills for their future learning, such as school.

Setting details

Unique reference number	206816
Local authority	Derbyshire
Inspection number	1087642
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	16
Number of children on roll	20
Name of registered person	Matlock Bath Pre School Playgroup Committee
Registered person unique reference number	RP904609
Date of previous inspection	20 June 2014
Telephone number	07870 525001

Matlock Bath Pre-school registered in 1986. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions on Monday and Friday are from 9am until 12 noon, and on Tuesday, Wednesday and Thursday from 9am until 3pm. 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.

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