

# Matlock Bath Pre-School

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



**Inspection date** 18 April 2018  
Previous inspection date 19 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 provide a caring environment that effectively supports children's emotional well-being. Children build good relationships with staff and one another. They behave very well and learn to be kind to each other, share and take turns during their play.
- The partnerships with parents are strong and well established. Staff routinely inform parents about their children's progress at the pre-school. They provide suggestions of activities that will build on their child's next steps in learning at home.
- All children make good progress from their individual starting points. Key persons closely monitor children's development, and management's effective monitoring helps identify and address gaps in learning quickly.
- Staff support children who have English as an additional language very well and help them make positive achievements. They use children's home language to support them to speak English.
- The management team evaluates the setting well to support continuous improvement and is committed to providing children with the best possible early years provision.

### It is not yet outstanding because:

- Staff do not organise whole-group activities effectively to hold young children's attention or help them engage fully during these activities.
- Activities to encourage children to learn how to use technology for different purposes lack challenge for the older age group.

## What the setting needs to do to improve further

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

- provide more support for young children to enable them to concentrate and engage fully during whole-group activities
- provide more opportunities and challenge for older children to use technology for different purposes.

### Inspection activities

- The inspector carried out a tour of the pre-school. She looked at the range of resources available for the children to use and security arrangements to keep the children safe.
- The inspector spoke to the children, staff and some parents during the inspection. She held discussions with the manager at convenient times throughout the inspection.
- The inspector observed activities indoors and outdoors and the interactions between the staff and children. She completed a joint evaluation of an activity with the manager and discussed the impact of teaching.
- The inspector discussed the children's learning and progress with the manager and the children's key persons.
- The inspector discussed with the manager some of the pre-school's policies and procedures and staff's suitability records and qualifications. She also discussed the pre-school's action plan, staff performance and monitoring procedures.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to report any concerns about a child or a member of staff promptly to the local safeguarding agencies. The manager and committee follow a rigorous recruitment and induction process to ensure staff's suitability. Since the last inspection, the committee have implemented effective systems to certify that all committee members are suitable for their role. The manager supports the ongoing professional development of staff well and monitors their performance successfully. She holds regular meetings and carries out supervisions and appraisals to identify any of the staff's needs to help improve their teaching. There is good partnership working with other early years settings children attend, to maintain continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff have a strong knowledge of how children learn through play. They know the children well and follow their interests to extend their learning in most areas. They provide a wide range of activities to help motivate children. For example, children use their hands and tools, such as rolling pins, to make shapes in dough. Staff use this activity well. Children make 'wiggly worms' and staff talk to the children about the length of the worms. They use language, such as 'long' and 'short', to describe the worms to enhance children's early mathematical skills. Children enjoy role play. They dress up as postal workers and pretend to post the letters. Staff extend this learning well and ask questions about the children's experiences of postal workers bringing letters to their home.

### Personal development, behaviour and welfare are good

Children enter the pre-school with enthusiasm. They settle quickly and follow familiar routines, for example, finding their name card to record their attendance. They demonstrate they are comfortable in their surroundings. They confidently move around the activities on offer and select their play. Staff promote healthy lifestyles effectively; they provide healthy food, encourage the children to follow good hygiene procedures and provide plenty of opportunities to exercise. Staff actively promote children's awareness of keeping safe. Staff encourage children's socialisation skills and interaction with their community well. For example, children like going with staff to a local attraction and the library.

### Outcomes for children are good

Children develop a positive attitude to learning and gain good skills that prepare them well for their next stage of learning and school. Children are developing good physical skills. They climb and balance and use wheeled toys skilfully. Older children enjoy looking at books and talking about the pictures and learn to write their name, to help develop their literacy skills.

## Setting details

<b>Unique reference number</b>	206816
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1110238
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Matlock Bath Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP904609
<b>Date of previous inspection</b>	19 July 2017
<b>Telephone number</b>	07870 525001

Matlock Bath Pre-School registered in 1986. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and one at level 3. The manager holds an appropriate early years qualification at level 5. The pre-school opens from Monday to Friday, 9am until 4pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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