

# Biggin Pre-School

Biggin C of E Primary School, Biggin, Buxton, Derbyshire SK17 0DQ



<b>Inspection date</b>	5 September 2018
Previous inspection date	22 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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

### The provision is good

- Staff work together effectively as a coordinated team. They have high expectations for children and demonstrate a passionate approach in supporting children's welfare and development through regular group discussion and reflection.
- Children learn through purposeful play. Staff describe what is happening and model language as children play. This helps to extend children's vocabulary, while promoting their understanding.
- Children display high levels of independence, trust and curiosity. This is because staff implement the key-person system well. Children make friends and build strong and meaningful relationships with their key person.
- Staff use observation and assessment effectively to identify individual children's achievements in their learning and what they could do next to help children make progress in their learning.

### It is not yet outstanding because:

- The information staff collect about children from parents when they first start at the pre-school does not focus enough on what children already know and can do to better inform planning from the outset.
- Although staff closely monitor the progress made by individual children, they do not compare the progress of different groups, in order to make sure each group benefits from highly tailored support that promotes their rapid progress.
- The arrangements for performance management are not strong enough to build as far as possible on the good quality of teaching and practice.

## What the setting needs to do to improve further

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

- engage parents more at the start and throughout their child's placement, to share their understanding of what their children already know and can do
- use tracking more astutely to compare the progress made by different groups of children and to target interventions that help all children make as much progress as possible
- build on the good systems for monitoring staff's practice to develop their skills and attributes to further enrich practice and improve outcomes for children.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the chairperson of the committee and manager of the pre-school, and she spoke to staff about safeguarding and children's learning.
- The inspector looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Kim Barker

## Inspection findings

### Effectiveness of leadership and management is good

The chair of the committee demonstrates a professional attitude to meeting the legal requirements. They understand the importance of ensuring that all adults associated with the pre-school have suitability checks completed by Ofsted. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. For example, staff attend training to add to their skills. The arrangements for safeguarding are effective. Staff are alert to the signs that may indicate that a child is at risk of abuse. Leaders fully understand their responsibilities to respond to any concerns about a child's welfare.

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

Staff use the pre-school's effective systems to track the progress individual children make. They observe children's play and plan for their next steps in learning. Staff reflect on children's interests and needs when they plan activities. Staff model language to sustain children's interest and promote their speaking and listening skills. Children build towers with bricks. They keep on trying, because staff help them to consider different ways of adding bricks, so that the tower they are building does not fall over. This helps to motivate children as they begin to develop their own ideas. Children collect items outdoors. Staff skilfully chat to them about how the items they have collected match others to promote children's sorting and matching skills. Staff model language so that younger children are able to practise their physical skills outdoors. They keep on trying as they gain confidence with their newly learnt skills.

### Personal development, behaviour and welfare are good

Staff provide a stimulating environment where children explore freely, practise new skills and follow their own interests. Staff arrange and display toys and resources very well. Children make independent choices and negotiate with others to decide what they want to play with, and learn to respect each other's opinions. Children learn the importance of leading a healthy lifestyle. They have the opportunity for physical play in a large outdoor area. Staff help children to listen and follow instructions that help to keep children safe as they move around the host school's environment. The pre-school offers healthy and nutritious meals and snacks. This helps children to make positive choices about the food they eat.

### Outcomes for children are good

Children grow in confidence and ability. They know and respond very well to the nursery's routine and staff's expectations. Children develop early literacy, and speaking and listening skills. They make purposeful marks and talk freely about what their marks represent. Children look at books together with their key person and join in where possible with familiar words and phrases. Children count past 10 and learn words about size and position as they build with bricks. Children become motivated learners and actively develop the skills they need for future learning, including school.

## Setting details

<b>Unique reference number</b>	206720
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10070188
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Biggin Playschool Committee
<b>Registered person unique reference number</b>	RP522360
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	01298 84279

Biggin Pre-School registered in 2000 and is run by a committee. The pre-school employs three members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Wednesday, term time only. Sessions are from 8.45am until 3.30pm.

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