

South Darley and Winster Pre-school Playgroup

The Burton Institute, West Bank, Winster, Derbyshire DE4 2DQ



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| Inspection date | 25 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| 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

- There are positive partnerships with parents and other professionals that help to provide continuity in care and learning. Staff keep parents informed about children's progress and consult them about what children are learning at home.
- Staff are caring and attentive, and always nearby to provide reassurance. Children form strong bonds with the staff, who support their social and emotional skills well.
- Children behave well and gain a positive awareness of each other's differences. Staff encourage children to be as independent as possible and to be proud of their achievements.
- Staff make precise observations and assessments of children's level of development. They use this information effectively to plan activities that support the next steps in their learning. Children make good progress from their developmental starting points.
- The manager and members of the committee have a strong drive to improve the service they provide. The manager makes effective use of self-evaluation to help her reflect on and evaluate all aspects of the setting.

It is not yet outstanding because:

- Occasionally, staff do not make the best use of opportunities to extend challenges for older children, to encourage further learning during their independent play.
- Children do not have many opportunities to practise their writing skills to help enhance their early literacy skills.

What the setting needs to do to improve further

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

- provide more challenging opportunities for older children to help extend their learning to the highest level
- develop ways for children to access greater opportunities to experiment with drawing and practise their early writing skills.

Inspection activities

- The inspector spoke with members of staff, a member of the committee and children at appropriate times during the inspection, and held discussions 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 completed a joint evaluation of an activity with the manager. She discussed children's learning and development, looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken with on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a strong understanding of the procedures they must follow if they have any concerns about children's welfare. The manager and committee follow rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. The manager monitors the quality of staff practice. For instance, she provides staff with regular team meetings and ongoing support to help them develop their knowledge and skills. The manager completes group tracking of children's progress. This has helped her to identify that there was a weakness in children's mathematical development. She arranged for staff to attend training on mathematics which helped them to have a better understanding of how to teach mathematics through play.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop through purposeful play. Staff plan interesting activities, to help give good support to children to achieve the next steps in their learning. They interact well with children and, overall, promote their learning effectively. For example, they encourage children to explore and investigate different materials and textures. Children are curious and excitedly use magnifying glasses to look at the fir cones and leaves. They discover a bug on a leaf and are fascinated to see how big it becomes. Staff use this opportunity well and talk to the children about past experiences of collecting twigs, leaves and conkers while on their walks in the fields. This helps to foster children's speaking skills effectively.

Personal development, behaviour and welfare are good

Staff provide a nurturing and calm atmosphere where children settle quickly and feel relaxed and happy to attend. They are good role models and treat children with kindness and consideration. Staff use a variety of successful strategies, such as sand timers to help children to share and understand when it is time to tidy away. Children benefit from regular outings to enjoy fresh air and explore places of interest in the local area. Children follow good hygiene routines and understand the need to wash their hands before eating snacks and after playing outside. Staff provide healthy snacks and opportunities for children to enjoy daily fresh air and exercise, supporting them to adopt healthy lifestyles effectively.

Outcomes for children are good

Children are gaining skills to help with their future learning and eventual move on to school. They are eager to learn, well motivated and concentrate. They show interest in activities, such as sharing books and listen to stories well. They listen, point to characters in the pictures and anticipate what happens next. Children use mathematics in their play, such as counting as they build towers. Children's physical development is good.

Setting details

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| Unique reference number | EY536658 |
| Local authority | Derbyshire |
| Inspection number | 10076666 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 7 |
| Name of registered person | South Darley and Winster Pre-school Playgroup Committee |
| Registered person unique reference number | RP903911 |
| Date of previous inspection | Not applicable |
| Telephone number | 07863771636 |

South Darley and Winster Pre-school Playgroup registered in 2016 and is run by a committee. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds a qualification at level 5. The pre-school opens from Monday to Thursday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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