

# Darley Dale Preschool And Nursery

Joseph Whitworth Centre, Station Road, Darley Dale, Matlock DE4 2EQ



<b>Inspection date</b>	15 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<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

### This provision is good

- The manager continually strives to improve the provision through regular evaluations of practice and improvement plans. They support the well-qualified staff team to adopt a clear vision and provide good-quality care and learning for children.
- Staff help children to develop their communication and language skills. They sing songs with the children and listen to their views and opinions. Children make good progress in their learning.
- Staff work well with schools that children move on to. There is a good transition procedure in place. They share information about children's learning and take children to the schools prior to starting. Children look forward to their move to school.
- Children learn the importance of being kind to one another. This is promoted consistently throughout the pre-school. For example, staff manage children's behaviour positively and calmly.
- Staff work well to support children with a diverse range of needs. They liaise effectively with parents, external agencies and professionals.
- At times, staff organise activities that occasionally have a distracting impact on the learning of the children taking part in small-group sessions nearby.
- Parents speak highly of the staff. However, staff do not fully promote the involvement of all parents in their children's learning.
- Managers devise systems to analyse and improve the progress made by different groups of children. However, this practice is not fully embedded.

## What the setting needs to do to improve further

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

- improve the organisation of small-group sessions to maximise learning opportunities for all children
- strengthen communication with parents to promote involvement in their children's learning
- embed the current arrangements for comparing the progress made by different groups of children to maintain their good progress.

### Inspection activities

- The inspector carried out a tour of the premises indoors and outdoors.
- The inspector spoke with staff and children at appropriate times and observed activities throughout the setting.
- The inspector completed a joint observation of an activity with the manager to assess the quality of teaching.
- The inspector checked the suitability and qualifications of all members of staff.
- The inspector spoke with parents to gather their views and opinions.

**Inspector**  
Anita Walker

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have secure understanding of safeguarding procedures. They know the signs of abuse and how to report any concerns they may have regarding a child's welfare. Staff attend training to keep their knowledge of child protection up to date. Robust recruitment procedures are followed correctly. The manager makes regular checks to ensure the ongoing suitability of all staff. Regular meetings support the staff in their practice and continued professional development. The manager uses the views of children and parents to help reflect on practice and to make improvements. This has helped to support children's interests and promote their sense of belonging. For example, the children designed and created a fairy garden in the outside area, supporting early writing and physical development skills.

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

Staff have good understanding of children's interests and abilities. They plan a range of challenging activities that encourage children to explore and investigate their environment. Staff observe and monitor children's learning and plan for children's good progress. Staff encourage children to lead their own play and support them to independently select the resources they require to enhance their learning. Staff provide ample opportunities for children to learn about nature. They make good use of the countryside which surrounds them. For example, children collect conkers and pine cones from the woodland to use in counting and measuring activities.

### Personal development, behaviour and welfare are good

Children have a good settling-in period, with or without parents present. Relationships between the children and staff are strong. Children are happy, confident, and settled at the pre-school. Staff effectively support children's emotional well-being. For example, they celebrate children's achievements, encouraging all children to join in the praise. Staff are sensitive and reactive to children's immediate needs. Children are well-cared for in a warm and supportive environment. For example, staff quickly recognise when a child is not feeling well and take appropriate action. Staff are positive role models for the children. They are kind and supportive to both children, parents and other staff members. Children play cooperatively together and are friendly towards each other. They care for their environment and help to tidy up when they have finished their play.

### Outcomes for children are good

Children are confident learners. They make good progress from their starting points, including those in receipt of funding. Children develop early writing skills. For example, they made cards for a child who is leaving and had a go at writing their names. Children are independent. They select their snack using tongs and learn to pour milk into their cups. They learn key skills in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY542042
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10090073
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Darley Dale Preschool And Nursery CIO
<b>Registered person unique reference number</b>	RP542041
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01629732757

Darley Dale Preschool and Nursery re-registered in 2017 due to changing the status of the organisation to a company. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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