

# Inspection of Bamford Pre-School Playgroup

Methodist School Rooms, Main Road, Bamford, HOPE VALLEY, Derbyshire S33 0AY

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Inspection date: 21 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff, leaders and parents speak positively of Bamford Pre-School. The setting is within a small community and has a family atmosphere. Staff are caring towards children and are good role models. As a result, children behave well. This is a small setting where children are happy and kept safe. Younger children are supported by older children in their play, for example, they help them put on aprons ready for painting. Children have opportunities to explore outdoors in all weathers. They go on regular outings to explore the local community, farms and surrounding countryside. Staff understand the needs of the families and work well to establish the likes and dislikes of the children. This ensures activities are planned to match children's interests.

Children separate well from their parents upon arrival and are greeted by staff. Staff have high expectations for children's independence. Children find their names to register and store their belongings. Children quickly explore the activities set out and begin playing with friends. They play in the pretend shop, build towers and dig in the sand. Leaders work closely with parents to enhance learning experiences for children. For example, families take part in fundraising events organised by the setting to improve the learning equipment and outdoor area.

### **What does the early years setting do well and what does it need to do better?**

- Young children and those with special educational needs and/or disabilities (SEND) are well supported to develop their speech and language skills. Staff ensure that learning suits the individual child and their interests. For example, children select toys to place in the shopping basket and then pretend to sell them in the shop. The setting works well with outside agencies to enable children with SEND to make the best possible progress.
- Activities are well planned and well thought out. A range of activities is available and the children freely choose what they want to do. Staff assess what children already know and use this to extend their learning. Children enjoy painting with primary colours and say, 'look, I made brown'. Staff encourage children to mix other colours using their hands to see which new colours they can make. Children show interest in what is available and a willingness to try new things. They show curiosity, for example, using scissors with play dough. They are supported by staff who demonstrate how to use the scissors, helping when needed.
- Staff extend the learning of children well. Children play outside and are asked to feel their heart rates changing as they exercise. One child said that she felt 'breathless', showing her developing vocabulary. Staff comment on what the children are doing to develop their understanding of the world around them. However, staff do not always give children enough time to respond to questions,

and they ask questions that do not promote thinking. This sometimes limits the development of children's communication and language skills.

- Staff assess the children and their starting points accurately. The committee members are driven to reduce the workload of staff. However, work is often completed at home, and staff report pressures of paperwork. Staff complete training, but leaders and managers do not assess the effectiveness of the training to raise standards. Leaders and managers keep detailed policies and procedures for safeguarding to ensure it is effective. However, training for staff lacks enough detail on wider child protection issues.
- A well-established key-person system ensures children make good progress from their starting points. Staff develop writing through the use of the outdoors and use a range of resources such as clipboards. Mathematics is taught well and embedded throughout the daily activities for all children. For example, children count the cups at snack time and work out simple addition or subtraction problems to count more or less for each table.
- Children transition well to school, and the setting has developed good relationships with other settings. Work with parents has improved. Parents are offered a variety of ways to work together to support the children. For example, parents run activities such as baking for groups of children and often help with gardening.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know what to look out for if they are concerned about a child. Managers have detailed safeguarding policies and procedures to follow. Recruitment is robust and staff suitability is reviewed regularly. Leaders complete rigorous checks before staff begin work to check only those suitable to work with children are able to do so. This helps to keep children safe. Leaders demonstrate awareness of the importance of recording and checking on children's attendance. All staff recognise the importance of risk assessments and keeping children safe at pre-school. The setting is secure and supervised well so children are well looked after.

## What does the setting need to do to improve?

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that leaders and managers provide staff with training to improve their knowledge and understanding of wider safeguarding issues and the safer use of technology.	20/07/2020

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

- give children time to think about and respond to the questions staff ask.

## Setting details

<b>Unique reference number</b>	EY264709
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10062486
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Bamford Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP909041
<b>Telephone number</b>	07591 979 051
<b>Date of previous inspection</b>	16 September 2015

## Information about this early years setting

Bamford Pre-School Playgroup registered in 2003 and is located in Hope Valley, Derbyshire. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one is working towards a level 3. The pre-school opens during term time on Mondays and Wednesdays from 9am to 1pm and on Tuesdays, Thursdays and Fridays from 8am to 3pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- The inspector viewed all areas used by the children. Managers discussed how the setting organises the learning for children. The inspector spoke to the children, staff, managers and parents at convenient times throughout the inspection.
- The inspector observed a range of activities and assessed the quality of teaching and the impact on children's learning and development. She carried out a joint evaluation of an activity with the deputy manager in the outdoor area.
- The inspector sampled a range of documentation, including training certificates, records of attendance and safeguarding policies.

We carried out this inspection 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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