

# Inspection of Midway Preschool

Midway Hall, James Street, Midway, SWADLINCOTE, Derbyshire DE11 7NE

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Inspection date: 31 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children appear happy and enthusiastic to learn. Children start their day dancing to music. They then join in carefully planned activities with their friends. Children enjoy listening to stories. They read about caterpillars and talk about the pictures they see. Children practise counting during the story. They copy staff by using their fingers to show how many caterpillars remain on each page. Staff help children to count accurately when they make mistakes. Children have lots of opportunities to practise what they have learned during their play. For example, they weigh balls of dough and pour water in containers to practise maths skills.

Children learn new words as they observe changes in the world around them. Children talk about 'melting' as their 'warm' hands turn snow into water. They smile as they play and collect the snow in containers, laughing as the snow falls in their faces. Children remind each other how to keep safe. They explain that the floor will 'get slippery' as the 'snow melts' when the sun begins to shine. Children behave well. They learn the rules and expectations of the setting and staff praise them for the kind things they do. Children share their toys. They work together with staff to roll the dough to make 'sausages' and 'peas' when pretending to make dinner.

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

- As a result of the COVID-19 pandemic, staff focus on helping children to communicate and make friends. Staff help children to develop their speaking skills. They check that children understand instructions and information. Staff make learning meaningful by linking learning to children's families and interests. Staff ask questions and promote children's thinking. However, strategies that staff use are still being developed. Sometimes, language used to talk to the younger or less-able children is too complex. These children are not able to learn new words as quickly.
- Staff know the children well. They find out information about children before they begin. They then carefully plan activities that enable children to make the best progress. Children who require extra help are supported at an early stage. Staff work well with other agencies. They make sure that targets are appropriate and help children to catch up in their learning. Children with additional needs and/or disabilities are included well in the setting. All children have their needs met effectively.
- Children enjoy spending time with adults who play alongside them in their interests. Staff work together with children to make a house out of blocks. Staff add little people to develop children's play ideas and imagination. Children listen to what adults tell them and are confident to offer their own ideas. Staff listen to children when they talk about what they do at home, so children feel valued.
- Children show good levels of concentration. Staff help children to stay focused

and complete tasks. They work together to find all the pieces of a jigsaw. They problem-solve by spotting colours and shapes. Staff help children to develop their ideas when making a collage. They talk to them and help them to use technology to look for picture ideas about space.

- Group activities happen throughout the day as part of the daily routine. However, these activities sometimes lack focus. It is not always clear what staff want children to learn. Children are not as motivated to join in during this time and learning is not as effective.
- Children are beginning to learn independent skills. They use name cards to choose friends for snack time. They pour their own drinks and spread toppings on their crackers. Children are confident to ask for help if they need it. They follow instructions well, such as washing their hands and tidying up. Children separate well from their parents and/or carers on arrival. They know the rules and routines of the setting.
- Staff work well with parents and other settings. They communicate effectively to ensure children are ready for their next stage. Parents feel supported and report that their children have 'flourished' since starting. Staff try to provide new opportunities for all children, such as visits to the local woodlands. They provide opportunities for lots of messy play, which parents say they do not often have time for.
- Staff feel well supported by the manager. The manager has tried to reduce paperwork for staff to enable them to spend more time with the children. The manager leads by example. Staff show good teamwork and cooperation. The manager has high expectations of her staff and the children. She is dedicated to ensuring that the new manager continues this when she leaves.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to keep children safe and when they may be at risk from harm. Staff have a good knowledge of the signs and symptoms of abuse. They understand the policies and procedures in place. Staff are aware of wider safeguarding issues. They work with parents and children to help them understand how to be safe using technology. The manager and trustees follow robust and effective recruitment processes. They ensure that staff have the knowledge and skills to fulfil their roles. Staff understand how to report allegations and the importance of record-keeping.

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

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

- simplify language and vocabulary to support younger or less-able children to develop their speech

- provide a clear intention for group work, to enable all children to take part and maximise opportunities for learning.

## Setting details

<b>Unique reference number</b>	EY437752
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10068146
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Midway Pre-School
<b>Registered person unique reference number</b>	RP903565
<b>Telephone number</b>	07971 901 904
<b>Date of previous inspection</b>	26 April 2016

## Information about this early years setting

Midway Preschool registered in 2011. It is run by a board of trustees. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until midday and 12.45pm until 3.45pm. There are six members of staff. Of these, all staff hold an early years qualification at level 3 or 5. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff, children and parents during the inspection.
- The manager and inspector carried out a joint observation of a group activity together.
- The inspector held discussions with the manager and newly recruited manager.
- The inspector reviewed a sample of documentation, including the suitability of staff, first aid and staff qualifications.

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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