

Inspection of The Peaks Preschool

Reading Room, Peak Forest, BUXTON, Derbyshire SK17 8EF

Inspection date: 27 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are confident and familiar with the routines of the setting. On arrival, they hang up their coat and bag and happily place any comforters away. Overall, children separate well from parents and carers. However, when children are upset, staff are kind and attentive and provide comfort and reassurance. This helps children to quickly settle and they become involved in the day's activities. As a result, children feel safe and secure within the setting. Children and families openly share information with the caring and friendly staff. For example, staff ensure that time is afforded at drop off and collection for daily communication. Significant events are celebrated, such as the arrival of a new baby in the family. Staff share the excitement, as they ask the sibling if they have a baby brother or sister. The child beams with pride, telling staff he has 'a baby brother'. Consequently, positive and close relationships are securely in place.

Children behave well. They use their manners frequently. For example, when they have finished meals and snacks, they ask, 'may I leave the table please?' They also respond politely to questions. For instance, when asked if they would like some more water, they respond 'no thank you' or 'yes please'. Some parents have commented that children are asking to leave the table at home. This helps children's social and communication skills. Children are kind and helpful to one another. For example, a child helps his friend to put his apron on ready for water play. This demonstrates children's consideration of others and mutual respect.

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

- Children are aware of the expectations of the setting, such as 'kind hands', 'walking feet' and 'listening ears'. Positive behaviour is promoted throughout the setting. For example, children receive stars for tidying up. They eagerly show a member of staff and are congratulated on gaining a star. Equally, children's efforts are acknowledged. This helps children to build self-esteem and resilience.
- Opportunities for children to develop their physical skills are plentiful. For instance, they use their core muscles to balance on a wooden plank held between two tyres. Additionally, they confidently climb to the top of the outdoor steps and take great pleasure in jumping off. Similarly, children use their small muscles to carefully cut, to make a crown for The Queen's Platinum Jubilee. They use hand-to-eye coordination as they measure cardboard cylinders. Children pretend to do some 'walling' with the construction resources. This supports children's all-round physical development.
- Systems are in place to support the health of children and staff. Staff wash hands and wipe tables before mealtimes. Children independently wash hands before eating and after using the toilet. However, good hygiene practices are not always in place for hand drying. This means that, on occasion, there is a risk of

cross infection.

- Children learn about people within their local area. During harvest time, they send vegetables to the older people within the community. At Easter, children make cards and post these through the letterboxes of people who live alone. This helps children to respect and value people of all ages. Staff recognise that some children do not have grandparents. As a result, children learn about the roles that others play within families and society.
- The setting implements good routines to promote independence during morning snack. For example, children use safety knives to cut bananas, and drink monitors hand cups out to each child. However, this is not in place during other mealtimes, despite ample time being available to support this. As a result, children do not have opportunity to consistently practise the skills for independence throughout the day.
- Staff work closely with parents to discover each child's level of development. This is used alongside their own assessments to identify what they want children to learn next. Consequently, children have access to a suitably challenging curriculum across all areas of learning and development.
- The manager supports staff in their professional development. For instance, some staff undertake training to support children's communication and language development. As a result, staff feel more confident in identifying areas where children may need additional help. This informs the planning of appropriate activities and strategies, so children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of safeguarding. They understand the scope of safeguarding concerns and the appropriate actions to take. The setting has robust safeguarding processes in place, which includes an appropriate mobile phone and camera policy. Staff know who to contact if they have concerns about a child. They also know the procedure to follow if there is an allegation against a member of staff. Staff keep the premises safe and ensure that the external doors are always locked. They have considered the action to take in different scenarios, for example if they were subject to an act of terrorism.

What does the setting need to do to improve?

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

- increase the opportunities for children to practise independence skills consistently throughout the day
- improve the availability of appropriate hand-drying facilities to further promote hygiene practices.

Setting details

Unique reference number	EY479593
Local authority	Derbyshire
Inspection number	10076164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Beswick, Paula Jane
Registered person unique reference number	RP514651
Telephone number	07946348674
Date of previous inspection	25 April 2016

Information about this early years setting

The Peaks Preschool registered in 2014. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens on a Monday, Tuesday, Thursday and Friday, from 9am until 3pm, term time only. The pre-school also operates on a Wednesday, from 9am until 3pm, from the premises in Peakdale, which has a separate registration. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector had face-to-face conversations with parents to gain their views of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation.

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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