

Inspection of Simmondley Pre-School

High Lane, Simmondley, Glossop, Derbyshire SK13 6JN

Inspection date:

27 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at pre-school and quickly settle with their chosen activity. They freely access books, which staff have thoughtfully placed throughout the setting. Children politely ask staff to read to them. They cosy up and delight in helping to retell parts of the story. Children excitedly point out what they see in the pictures and enjoy lifting flaps to see which animal is hiding there. During group story time, children sit well and focus. They readily recite familiar phrases and eagerly recall what will happen next. This helps children develop a love of books.

Children thoroughly enjoy outside play, which helps their physical development. For example, children use their muscles as they dig in the mud. They carefully walk along balancing beams, as staff provide words of encouragement. Staff hold the hands of less-confident children to provide them with extra support. This helps children develop their balance and coordination. Children practise using their small-muscle skills. They roll out play dough and use cutters to make shapes. Children enjoy learning how to use pipettes. Staff model how to suck up water and squeeze it out again, which children copy. This helps children develop the muscles they need for early writing.

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

- Leaders and managers are reflective. They strive to enhance the provision and are constantly reviewing the learning environment to ensure it meets all children's needs. Staff say they feel valued and supported in their role. This helps to contribute to the positive atmosphere in the setting.
- Children are supported to be independent. Staff help them develop key skills, such as accessing the toilet themselves, wiping their own noses and putting their rubbish in the bin. In addition, children help to set the table for snack time. They fetch their own cup and plate and work together to carry chairs safely to the table. This helps children develop the skills they need for the next stage in education.
- Staff have high expectations of children's behaviour. They are good role models and gently remind children to share and take turns. For example, children are eager to wash their own plate and cup. Staff encourage them to wait for their turn and not to push in front of their peers. Children are praised for their good work, which results in them smiling with pride.
- Staff follow children's interests and, overall, extend their knowledge and skills. For example, children are interested in lions and make a zoo. Staff encourage them to consider how to make the fences big enough. However, sometimes staff step in too quickly to solve children's problems and complete tasks that children could easily do for themselves.
- Staff embed children's mathematical knowledge as they teach them about

colour, shape and size. Children enjoy pouring and tipping as they play in the water. Staff support their interest as they use words such as 'empty', 'full' and 'overflowing'.

- Staff know the importance of healthy foods. They work with parents to help ensure that the contents of children's lunch boxes provide a balanced diet. However, at snack time, children are provided with both fruit and a chocolate roll at the same time. Children choose to eat the chocolate roll, resulting in the fruit being put in the bin. This does not support healthy eating.
- Parents are positive about the care their children receive. They feel that communication with staff is effective, and they can see their children are making good progress. Parents say their children love being outdoors and getting messy. They feel that their children are safely looked after in a secure setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of the signs that may indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views and ideas. Staff know the procedure to follow should they need to report a concern about a child or about another member of staff. Managers ensure safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Staff carefully monitor children who have severe allergies. They ensure the setting is cleaned thoroughly after meals to ensure no contact with allergens occurs. This ensures that all children can take part in every activity and remain safe.

What does the setting need to do to improve?

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

- strengthen staff's good teaching skills to enable them to extend children's learning more consistently, to help them build further on their existing skills and knowledge
- build on staff's understanding of how to further encourage children to make healthy food choices.

Setting details

Unique reference number	206855
Local authority	Derbyshire
Inspection number	10131239
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	Natural Explorers Limited
Registered person unique reference number	RP909996
Telephone number	01457 860892
Date of previous inspection	17 July 2015

Information about this early years setting

Simmondley Pre-School is based in Glossop, Derbyshire. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one member of staff with early years teacher status and the manager who holds qualified teacher status. The pre-school opens Monday to Wednesday, during term time only. Sessions are from 9.15am until 11.45am and from 12.15pm until 3.15pm. A lunch club is available each day from 11.45am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- Managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with leaders and managers.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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