

Inspection of Buxworth Pre School

Buxworth War Memorial Club, Station Road, Buxworth, HIGH PEAK, Derbyshire
SK23 7NJ

Inspection date: 17 November 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 Good

What is it like to attend this early years setting?

The provision is good

Children show excitement and interest in the range of activities on offer. They make marks in play dough with the pointed end of feathers and examine the holes that they have made. Children giggle as they tickle their nose with the feather, noticing how it feels on their skin. They show concentration as they carefully stick leaves on paper. Children show staff their pictures and beam with pride at their creation.

Children are supported by a committed staff team. They have close attachments with staff and show warm and positive relationships. For example, they seek staff out for cuddles when upset or to show affection. As a result, children feel safe and secure and happily explore their environment.

Children develop self-help skills and independence. For example, during snack time, children concentrate as they pour milk from a teapot into their glasses. At lunchtime, older children are supported to safely grate cheese onto their meal. When getting ready for outdoor play, children attempt to put on their own rain suits and wellingtons before asking for help. This promotes children's self-esteem and growing confidence.

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

- Staff use children's interests to provide engaging activities and experiences. However, on occasion, staff do not focus precisely on what they want children to learn next. This means that sometimes staff lose the focus of the learning intentions, and children's learning is not maximised.
- Leaders and staff use additional funding, such as early years pupil premium, effectively. For example, they provide extra hours, fund outings and purchase resources linked to children's interests to support the inclusion and individual needs of children.
- Staff provide an abundance of opportunities for outdoor learning. For example, children grow fruit and vegetables in their nearby allotment. Children use their senses and express delight as they reach into a tyre full of wet mud, squeezing it between their fingers. They access new experiences, such as den building, and learn how to safely make a fire. Children skilfully use hammers to release the pigmentation from leaves, and they explore the colours and textures of the natural world around them.
- Staff identify that some children need additional support with communication and language. They work with parents and other professionals, such as speech and language therapists, to support development. However, staff knowledge and implementation of strategies varies. Consequently, children may become confused by inconsistent approaches from staff.

- Partnership working with parents is good. Staff share information with parents on a regular basis; for instance, through daily conversations and monthly newsletters. Parents are invited to become committee members and contribute to how the setting is run. There is a sense of community as staff and parents come together to help maintain the setting's allotment.
- Staff implement good hygiene measures. They ensure that surfaces are clean, and they sanitise tables before snack and mealtimes. Staff and children wash their hands before handling food. During handwashing, they sing a song about washing germs away, this helps children to understand the purpose of handwashing and prevents the spread of illness and cross-infection.
- Staff ensure that meals and snacks are healthy, nutritious and meet children's individual dietary needs. When children require a specific diet, staff communicate and share information with parents and other settings attended. This provides a consistent approach and helps to protect children's health and well-being.
- The manager is motivated and knowledgeable. She provides opportunities for staff to discuss any concerns and identify development opportunities. However, the effective sharing of knowledge and good practice across the team is not yet fully embedded. This affects the confidence levels and understanding of some staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant to safety. They encourage children to sit down with scissors and explain why this is important. When hunting for mushrooms on nature walks, staff teach children to look but not touch. Staff attend safeguarding training. They can recognise child protection concerns and know the correct reporting process. They have systems in place to ensure that children are not collected by unauthorised or unknown people. Leaders and managers implement robust steps to verify the suitability of staff, including measures to ensure that staff continue to be suitable.

What does the setting need to do to improve?

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

- support staff to strengthen the implementation of the curriculum so they can focus more precisely on what children need to learn next
- develop procedures for staff support, to raise the quality and consistency of practice.

Setting details

Unique reference number	EY454358
Local authority	Derbyshire
Inspection number	10235984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	Buxworth Pre-School
Registered person unique reference number	RP522876
Telephone number	07807329801
Date of previous inspection	8 December 2016

Information about this early years setting

Buxworth Pre-School registered in 2012. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications, with one at level 4. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3.10pm, Monday to Thursday, and 8.30am until 12.50pm on a Friday. 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 pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager completed a learning walk with the inspector and discussed the early years curriculum and the impact this has on children's learning.
- Children spoke to and interacted with the inspector throughout the inspection.
- The inspector spoke with staff and committee members at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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