

Inspection of The Peaks

Peak Dale Primary School, School Road, Peak Dale, BUXTON, Derbyshire SK17 8AJ

Inspection date: 11 January 2023

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 settle well and enjoy their time at this pre-school. They are provided with a well-embedded curriculum that has a strong focus on helping children to be ready for school. The pre-school is uniquely located within a primary school. Children benefit from this because they have many opportunities to learn about the routines and expectations of the school day. For instance, staff have high expectations as new and existing children join the school for morning assembly. Children are fully engaged. They eagerly participate as they sing along with the school-aged children.

Children develop their independence skills well. For instance, they wash their hands without the support of the staff. During snack time, children butter their own toast and make their own food choices from a selection of nutritious food. After lunch, children proudly and carefully take their food tray back to the serving table in the school hall. They happily skip back to join their friends in readiness to start their play.

Children have good opportunities to develop their small-muscle and hand-to-eye coordination skills. For example, they practise their pincer grip as they hold paintbrushes to paint rainbows on paper. Children manipulate play dough as they mould it to create a snowman.

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

- Staff help children learn about the rules and expectations of the pre-school. They encourage children to use 'walking feet' and 'listening ears'. Staff prepare children for routine changes. For instance, they let children know when they have five minutes left before tidy-up time. As a result, children finish off what they are playing with and then help to tidy away the toys. Staff acknowledge children's positive behaviour. For example, children beam with pride as they receive a star token from staff for being kind to their friends.
- The special educational needs coordinator (SENCo) works effectively with staff and parents to fully support children with special educational needs and/or disabilities. The SENCo takes timely action to seek the expertise of other professionals. Staff provide children with individual and small-group support to help them make the best possible progress in their learning.
- Children use their imagination well. For example, they use sticks for arms for their play dough snowmen. They experiment and play around with vocabulary to create new words, such as 'scrumby'. Children laugh and giggle at this new word. They proudly tell visitors that this is the word they want to use to describe the texture of the stick.
- Staff are eager to support children's communication and language development.

However, they do not always provide enough time for children to think and respond to their questions. During an activity with musical instruments, for example, staff ask children questions in quick succession before children provide an answer.

- Overall, staff interactions with children support their development over time. However, staff do not always help children to extend their thinking and contribute their ideas as they play. During construction play, staff tell children what they need to do next to build a car rather than seek children's own thoughts and ideas.
- Partnerships with parents are strong. Staff warmly greet families on arrival and exchange pertinent information with them. Parents are provided with updates through newsletters, a closed social media platform and a messaging service. Parents comment that children love attending the pre-school and that staff are fantastic.
- Children have access to outdoor play. However, during the inspection, the sole focus of the time outside was for children to collect sticks for their story about a 'stick man'. This means that on this occasion, staff did not make the best use of the outdoor play and fresh air to support children's all-round development.
- The manager and staff work well together as an established team. The manager monitors staff practice closely. For example, she offers regular supervision sessions and staff meetings to her staff. This helps to promote good practice and positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role in safeguarding children. They access regular safeguarding training to keep their child protection knowledge up to date. Staff identify signs and know what action to take in the event of concerns around extremist views and ideas, such as female genital mutilation. If children arrive with existing injuries, staff are vigilant in recording these and take action if there are any concerns about a child's welfare. Staff undergo appropriate Disclosure and Barring Service checks, and the manager takes steps to confirm their ongoing suitability. Staff supervise children well to ensure their well-being and safety.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions
- help staff to understand how to support children to think more critically and contribute their own ideas and thoughts
- refine planning to support children's outdoor experiences to further promote children's overall development.

Setting details

Unique reference number	EY480201
Local authority	Derbyshire
Inspection number	10233926
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	3 to 4
Total number of places	15
Number of children on roll	9
Name of registered person	Beswick, Paula Jane
Registered person unique reference number	RP514651
Telephone number	07946348674
Date of previous inspection	11 January 2017

Information about this early years setting

The Peaks registered in 2014 and is located in Peak Dale, Derbyshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens on Wednesdays, during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff and children at appropriate times during the inspection.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability to work with the children.

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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