

Inspection of Tideswell Preschool

Bishop Pursglove C of E (A) Primary School, St John's Road, Tideswell, Buxton
SK17 8NE

Inspection date: 10 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children happily leave their parents at the pre-school gate as they are greeted enthusiastically by the staff team. They quickly settle at activities that staff provide for them. For instance, some children enjoy a game of skittles with staff. Other children develop their large-muscle skills as they ride bicycles around the outdoor area, using their feet to push themselves along. Overall, children behave well and play cooperatively. They work together to build tall towers using connecting bricks. Children use their manners beautifully. For example, they say 'please' and 'thank you' without reminders from adults.

Children's learning is not consistently supported by staff across the pre-school. During a foam and ice activity, some staff engage and interact with children well. They use open-ended questions to extend and challenge children's thinking. However, during a soapy water and dishes activity, these children do not receive the same level of engagement and support from other staff. These children are not inspired to learn as much as they can by the staff who, overall, supervise the children in their play. Overall, children's communication and language skills are developing appropriately. Children who are confident in their speech share their ideas with adults as they explain what they are doing throughout their play. However, children who have speech delays are not helped to pronounce words clearly, and, as a result, struggle to make themselves understood.

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

- Leaders hold regular meetings with staff to discuss children's needs and safeguarding policies and practice. They carry out annual discussions with staff to identify their training needs. However, ongoing supervision and coaching by leaders do not address the weaknesses and inconsistencies in staff practice. As a result, children do not receive consistently good and high-quality learning experiences.
- Staff know what children in the pre-school can already do and what they want them to learn next. However, they do not use their interactions and engagement consistently to help build on children's knowledge and skills further. For instance, staff know that children need help to recognise numbers up to 10. Staff do not make the most of activities and daily routines to help children learn to count or use numbers in play.
- Overall, staff understand the importance of stories and songs to improve children's language and range of vocabulary. However, they do not tailor activities or seek support from relevant professionals to help those children who, at times, struggle to speak clearly. Consequently, these children are not provided with focused support to enhance their communication, language and speech development.

- Staff make sure that children have positive relationships with other staff who also work on the school site. For example, children, with support from staff, talk to the school gardener through the dividing school fence. They ask questions to find out about what the gardener is doing and the jobs he has to complete. Children eagerly gather around the school chef and patiently wait their turn to choose their lunch orders. This helps children develop their confidence and social skills to engage with other adults.
- Overall, children have a positive attitude to their learning and show an interest in their play. At times, some children show good levels of concentration and social skills. Children play cooperatively as they work together to transport bark chippings from one area to another. They confidently tell visitors they are building a fire.
- Children carry out self-care routines independently. They try to do things for themselves before asking for help from staff. For example, children confidently put on their own coats, zipping them up for outdoor play. Children make independent choices throughout the day. For example, they choose whether they want to play indoors or outdoors and when they would like to access their morning snack.
- Overall, partnerships with parents are effective. Parents report that their children are happy and settled and enjoy their time at the pre-school. They talk about how they will happily send future siblings to the pre-school. However, staff do not make the most of the various ways to share and exchange information with parents. Staff do not consistently give parents information about their child's development or help parents to understand how they can support children's development at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have strong safeguarding knowledge. They recognise the signs and symptoms that mean children may be at risk of abuse. This includes protecting children from radicalisation and extremism. Staff are confident in their duty to report concerns about children and know the action they must take related to allegations against staff. Leaders and staff complete regular safeguarding training to keep their knowledge up to date. Leaders and staff also complete daily risk assessments of the environment to ensure it is free from hazards and remains safe for children to play in.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff receive effective coaching and support to improve their teaching skills consistently across the pre-school	10/03/2023
ensure staff interactions and engagement with children are consistent throughout the pre-school to inspire and extend children's learning	10/03/2023
provide focused support for children who have identified speech delay to improve their communication and language development.	10/03/2023

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

- find more innovative ways to share and exchange information with parents and ideas to help them to continue their child's learning at home.

Setting details

Unique reference number	2597773
Local authority	Derbyshire
Inspection number	10251457
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	30
Number of children on roll	24
Name of registered person	Tideswell Preschool Limited
Registered person unique reference number	RP528010
Telephone number	07840765377
Date of previous inspection	Not applicable

Information about this early years setting

Tideswell Preschool registered in 2012 and is located in Tideswell, Derbyshire. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday from 8.45am to 3.45pm, and on Friday from 8.45am to 2.45pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Gardner

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 provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of the pre-school to discuss the early years curriculum.
- Parents shared their views of the pre-school with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the deputy manager carried out joint observations of activities in the pre-school and evaluated these together.
- The inspector held discussions with leaders, staff and children in the pre-school.
- The deputy manager provided the inspector with relevant documentation, such as paediatric first-aid certificates and staff appraisal notes. The inspector also checked the suitability records 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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