

Inspection of Duffield Preschool

Park Road, Duffield, Belper, Derbyshire DE56 4GT

Inspection date: 11 September 2023

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 are invited to visit the provision with their parents prior to starting at the pre-school, helping them to become familiar with staff and the environment. They are greeted by warm staff when they arrive. Staff get down to children's level and talk to them about family members and their holidays. This helps children to have a sense of belonging. These interactions contribute to all children, including those who are new to the pre-school, settling quickly when they arrive, demonstrating that they feel emotionally secure. Children are encouraged to be independent. For instance, at snack time, staff ask children to hand out plates to their peers and pour their own drinks.

Children are encouraged to have a positive attitude to solving problems. When they use bricks to build and construct, staff ask how they can make their construction taller, and children say, 'add more'. Children smile when they receive praise from staff for building it taller, helping to develop their confidence and self-esteem. Children are shown how to develop new skills. For example, they are supported by staff to understand how to make play dough flatter. Staff show them how to push on the dough when they roll it with their hands. Children show their imaginations when they happily tell staff that they are making their 'daddy's hair' with the dough.

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

- Staff help children to broaden their knowledge of the local community. For example, when a scarecrow competition takes place in the village, staff provide children with craft activities to make pictures of scarecrows. Staff offer children a range of materials to create their artwork and help them learn what scarecrows are used for.
- Staff practise fire evacuation drills with children, helping them to understand the procedure to follow in the event of a fire in the building. Staff supervise children when they use technology in the pre-school, promoting their safety well. However, staff do not help children to understand how to identify and what to do if they encounter potential risks when they use technology to access the internet at home.
- Mealtimes are sociable occasions. Staff sit and talk with children at snack time, offering them healthy foods and drinks to promote a nutritious diet. Children have opportunities to learn how food grows and the process from ground to plate. For example, they help staff to plant and grow tomatoes and strawberries in the garden. Children pick the produce when it is ripe and eat it at snack time.
- Staff help children to develop their knowledge of measure and to identify significant numbers in their lives. For example, staff use a tape measure with children to measure their height. Children are asked to identify the number for

their age and how old they will be next.

- Staff give children plenty of praise for their achievements. For example, when they show children how to use scissors and they cut paper, staff praise them for 'good cutting'.
- The manager and staff reflect on their practice and identify ways to improve experiences for children. Recent changes include purchasing dual-language books for children to borrow. This is to encourage parents of children who speak English as an additional language to read to their children, to encourage their language development.
- Parents comment positively about staff. They say that staff are very welcoming and their children are happy. Staff talk to parents daily and share information with them about their children's learning and development. This helps to keep them informed about their children's day.
- The manager and staff observe and assess children's learning. They use this information to plan for children's progress. Staff introduce new words to help develop children's vocabulary, such as 'beehive' when children see images of these in a book. However, occasionally, when children do not know the answer to questions they are asked, staff do not give them the information to build up their knowledge. For example, when staff ask children to count the legs on a toy spider, children do not answer, and staff do not help to find out how many legs the spider has.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to identify the signs of abuse and where to report any concerns they have regarding children's safety. They carry out safety checks in the environment and remove any identified hazards, such as broken toys. This helps to provide a safe space for children to play. Staff ensure that children wear sun hats when they play in the garden in hot weather, to promote sun safety. If other people arrive to collect children, staff ask for passwords that are given by parents to ensure that children leave with a person known to parents.

What does the setting need to do to improve?

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

- help staff to support children to identify and know what to do if they encounter potential risks when they use technology to access the internet at home
- support children to find the answers to questions they do not know to help build on their knowledge.

Setting details

Unique reference number	206760
Local authority	Derbyshire
Inspection number	10285601
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	24
Number of children on roll	113
Name of registered person	Duffield Preschool
Registered person unique reference number	RP522952
Telephone number	07955 16 88 92
Date of previous inspection	12 October 2017

Information about this early years setting

Duffield Preschool registered in 1986. It is situated in the grounds of Meadows Primary School, Duffield, Derbyshire and is independently run from the school. The pre-school employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 6, and the manager holds qualified teacher status. The pre-school opens from Monday to Friday, during term time. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout 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 on 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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