

Inspection of Holbrook Pre-School

Holbrook Pre School Playgroup, Moorside Lane, Holbrook, BELPER, Derbyshire
DE56 0TW

Inspection date: 29 February 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 flourish at this pre-school setting. Staff create a welcoming and nurturing environment. They help children and families feel valued and part of the pre-school. For instance, family photographs are displayed and photo albums created to celebrate the differences and similarities of each child's family. This supports children's emotional well-being and gives them a sense of belonging. The relationship between children and staff is a strength of the pre-school. Children develop strong attachments with their key person, which helps them to feel safe, secure, and ready to learn.

Outdoor play is an integral part of children's experiences while at the pre-school. Children take part in regular activities linked to forest school. They learn about keeping themselves safe. For example, children know if staff shout one, two, three they must return to base. They have the freedom to explore the natural environment and take managed risks. For instance, children seek out their friends to roll down hills and use gardening tools to dig up the soil, searching for insects.

Staff are excellent role models for children. They demonstrate good manners, sharing and kindness. Children's behaviour is very positive. Staff consistently help children to work with their peers and solve problems for themselves. For instance, children welcome their friends to join in with their activity. They cooperate and work together at the mud kitchen, making soup for staff and visitors.

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

- Children's personal development is superbly promoted. They have access to experiences which help to provide them with an understanding of people, families and communities beyond their own. For instance, children regularly visit residents at a local care home. They form special relationships and share activities, such as 'what's in the box'. The residents pick an item out of the box that represents a nursery rhyme, and they sing the rhyme together with the children. Furthermore, the residents knit teddy bears for the children. The teddies join the children and their families on adventures. Children then share these experiences with staff and their peers.
- Staff support children to develop their mathematical knowledge. They sequence and repeat activities to help to embed children's understanding. For example, staff provide experiences to encourage children to make predictions and comparisons. They measure children's height and record it on a chart. Children compare their height to their friends' and use tape measures to find things that are taller or shorter than them.
- Staff go above and beyond to help prepare children for school. For instance, they use transition guidance and share ideas with parents for developing

children's independence. Pre-school staff take children to the school on a weekly basis to have lunch with the other children. They also watch school performances and sports days. This helps children become familiar with the school and the teachers.

- Children are extremely well-behaved and are consistently praised by staff for acts of kindness and their achievements. This fills the children with great self-esteem. Staff involve children to create 'golden rules' for the pre-school. This helps children to develop a deeper understanding of behavioural expectations.
- Staff say they feel valued and supported by leaders. They receive thorough induction training when they start employment. This helps them to understand their role and responsibilities. The manager completes regular observations on staff's practice alongside supervision meetings. However, staff do not always receive targeted support and coaching to help them to further improve learning outcomes for children.
- Parents speak highly of the homely and welcoming pre-school. They comment that they are privileged that their children attend. Parents appreciate the beneficial experiences their children receive through forest school activities and the outdoor learning approach. They say that staff keep them up to date with their child's progress and next stages of learning. Furthermore, parents appreciate the support packs staff put together. These help children through challenging times, such as biting or moving house.
- The special educational needs coordinator works with parents and external professionals to ensure the needs of children with special educational needs and/or disabilities are met. This joined-up approach helps to ensure that activities support children to learn and develop. Consideration is given to additional funding and it is used to directly support children's needs and to offer new experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus staff supervision and professional development more precisely on raising outcomes for children to the highest level.

Setting details

Unique reference number	EY471274
Local authority	Derbyshire
Inspection number	10316766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	Holbrook Community Playgroup Committee
Registered person unique reference number	RP905269
Telephone number	07800891324
Date of previous inspection	10 May 2018

Information about this early years setting

Holbrook Pre-School opened in 1974 and is located in Belper, Derbyshire. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Wednesday from 7.30am until 5.30pm and Thursday and Friday from 8am until 5.30pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together.
- The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

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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