

# Inspection of Matlock Bath Pre-School

The Community Room, Grand Pavilion, South Parade, Matlock Bath, Matlock,  
Derbyshire DE4 3NR

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Inspection date: 6 March 2024

**Overall effectiveness** **Good**

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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 happy and settled at this friendly pre-school. They are enthusiastically welcomed into the provision by the caring staff team. Children quickly choose what they want to play with, from a wide range of purposeful activities and resources. Staff build on children's interests, skills and knowledge. They interact and engage with children effectively. As a result, children have a positive attitude to their learning and remain focused during their play overall. Children's communication and language development is supported well by the staff. Staff ask children lots of open-ended questions and build on their growing vocabulary. For example, during story time, staff provide children with time to think and respond to questions. Children are confident to share their own thoughts and ideas during their play with the staff.

Children are familiar with the daily routines. Staff have high expectations for children's behaviour and are consistent in helping children to understand rules and boundaries. Staff are particularly sensitive when supporting children who, at times, struggle to manage their own feelings. Staff help these children learn to express their emotions in a safe way. These children quickly settle back into their chosen play. Children are building on their understanding of sharing toys, taking turns and using kind hands when playing with their friends.

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

- Staff quickly recognise when children might need extra support. They talk with parents to find out as much as they can about the children. Staff also use their observations and assessments of what children can do and already know. They use this information, along with sensitively adapting their teaching, to accommodate the varying needs and support for children, as they develop their skills and knowledge for their future learning.
- The manager is an effective leader. She coaches and supports her staff team to help them to understand how to deliver an ambitious curriculum. For example, the manager role models effective teaching skills that support children's learning.
- Overall, staff plan activities well for all children. However, occasionally, activities for two-year-olds are not as carefully planned compared to those of their older peers. Consequently, children sometimes lose focus and do not benefit from the learning opportunity.
- Staff promote children's health effectively. They plan plenty of time for children to learn and play outside as they benefit from the fresh air and exercise. Staff promote positive self-care routines with children. Children participate in regular handwashing and understand to dispose of used tissues safely in the bin provided. Staff talk to the children about the benefits of eating healthily during

mealtimes. Children know that eating fresh fruit gives them energy and milk makes their teeth strong.

- Parents speak positively about the pre-school. They praise the staff on how accommodating and helpful they are in supporting their children's learning at pre-school. However, the manager is not making sure all parents are clear about who their child's key person is, or what their child's next steps in learning are. Not all parents are provided with support to help them to understand how to further their child's development at home.
- Staff place a strong emphasis on supporting children's independence skills. Children select toys of their choice and collect their own plates and cups ready for mealtimes. They persevere with putting on and taking off their outdoor clothing by themselves. Children beam with delight when they complete this task. They are praised enthusiastically by staff for their concentration and for never giving up on the task.
- Staff ensure that children are provided with a wide range of activities, resources and experiences to develop their small-muscle skills. Children enthusiastically build with construction, make marks on various surfaces using a range of tools, fill and empty containers with water, and plant strawberry plants in plant pots.
- Staff are good role models for children. They celebrate children's good behaviour by using positive reinforcement. For instance, they praise children on their achievements by using positive words such as, 'well done' and 'that's fantastic'. This contributes to children's developing confidence and self-esteem.

## 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:**

- refine the planning and activities that focus on what younger, such as two-year-old children need to learn next, to help them focus and concentrate during their play and learning
- further improve partnerships with parents to ensure all parents are aware of who their child's key person is and how to build on their child's continued learning at home.

## Setting details

<b>Unique reference number</b>	206816
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10312017
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Matlock Bath Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP904609
<b>Telephone number</b>	07870 525001
<b>Date of previous inspection</b>	18 April 2018

## Information about this early years setting

Matlock Bath Pre-School registered in 1986 and is located in Matlock Bath, Derbyshire. The pre-school employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5, two staff at level 3 and one staff at level 2. The pre-school opens from Monday to Friday, 9am until 4pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection and their written comments.
- The inspector spoke with the manager, committee members, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of the suitability records of staff and committee members.

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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