

Matlock Preschool Playgroup

205 Smedley Street, Matlock, Derbyshire DE4 3JD



Inspection date	11 December 2018
Previous inspection date	29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are qualified, knowledgeable and experienced. They make regular observations and assessments of children's development and overall, plan suitably challenging activities to support children's next steps in learning.
- Staff promote children's communication and language skills well. They introduce new words for children to copy, such as 'dew'. This encourages children to extend their vocabulary. Children make good progress in their learning.
- Staff know the children and families well. They support children through times of change. For example, children benefit from a flexible settling-in policy that meets their individual needs.
- Staff help children to learn about differences between themselves and others, feel valued and develop a strong sense of belonging. For example, they celebrate special occasions individual to children, reflecting inclusion all around the pre-school.
- There are strong relationships with parents. Parents speak highly of the warm and welcoming staff. They praise the good communication they receive about their children's learning and how well they are prepared for the next stage in their learning.
- Staff do not provide children with enough opportunities to make marks using a range of media and material in order to promote their early writing.
- The monitoring of staff performance does not yet sharply focus on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- provide more opportunities for children to make marks using a range of media and material and ascribe meaning to these to enhance their literacy development even further
- sharpen the focus on performance management so that staff have more opportunities to build on their practice and raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
TRACY Hopkins

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good knowledge of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff use procedures, including risk assessments, to keep children safe. The manager implements robust procedures to verify the ongoing suitability of staff. Overall, she has successfully created a culture of self-reflection and evaluation. The manager continually seeks feedback from parents, children and staff to inform the future action plans of the pre-school. The manager leads a staff team who are enthusiastic about their work. They regularly observe children and assess their individual progress to help close gaps in their learning.

Quality of teaching, learning and assessment is good

Staff's qualifications have an overall positive impact. They are skilful in supporting children's communication and language skills. Staff encourage children to consider the feelings of others. For example, during role play, children pretend to soothe a baby that is crying. They feed the baby and give cuddles until it sleeps. They talk about feeling happy and sad. In another activity, children develop counting skills as they count the candles on the birthday cake. Staff use language of 'more' and 'less' to encourage children to think about quantity. Children listen attentively as staff read stories. They change their voices for the characters to capture the children's interest. Children repeat refrains in the stories and continue rhyming strings they are familiar with.

Personal development, behaviour and welfare are good

Children enter the pre-school happily and confidently. They learn the importance of different healthy practices, such as washing their hands at appropriate times. Children enjoy sitting together and socialising during snack time, pouring their own drinks and helping themselves to fruit. Staff create a welcoming, stimulating, safe and accessible environment that fosters children's independent learning and good behaviour. Children have the opportunity to move freely between indoors and outdoors, which facilitates their preferred learning styles and interests. Children are eager to take part in activities and they play amicably. Staff display effective and positive interactions, enhancing children's learning and social skills. Children learn how to keep themselves safe. For example, staff remind children about the importance of using the handrail on the stairs and walking inside.

Outcomes for children are good

All groups of children are working within their age and stage of development when they start at the pre-school. They continue to make good progress. They are making positive steps towards being ready for school. Children learn to solve problems. For example, they use a pulley system outside to lift a heavy bucket up to a platform. Children show persistence, enthusiasm and great motivation to learn.

Setting details

Unique reference number	206817
Local authority	Derbyshire
Inspection number	10070190
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	16
Name of registered person	Matlock Preschool Playgroup
Registered person unique reference number	RP517239
Date of previous inspection	29 June 2015
Telephone number	07792353802

Matlock Pre-School Playgroup registered in 1960. The pre-school employs three members of childcare staff. Of these, two hold early years qualifications at a level 6 and one at a level 3. The pre-school opens Monday to Friday term time only. Sessions are from 9am to 12pm. The pre-school provides funded early education for two- and three-year-old children.

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