

Matlock Preschool Playgroup

50 Woolley Road, MATLOCK, Derbyshire DE4 3HU



Inspection date	17 July 2019
Previous inspection date	17 November 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 support children's emotional well-being effectively. They are kind and attentive to the children's needs. Staff are close on hand to offer cuddles and reassurance to children, helping them to settle quickly. This helps build children's self-esteem and confidence successfully.
- The manager and staff have good relationships with parents. They routinely exchange information with them about their children's care and development. Staff provide information to help parents to support children's learning at home. This helps to encourage consistency of care between the pre-school and home.
- Staff support children to develop the skills they need for the next stage in their learning and their eventual move to school. Staff complete accurate assessment of what children can do and plan appropriate next steps to support their learning. As a result, all children make good progress.
- The manager and committee consider the views of staff, parents and children when planning improvements to the pre-school. For example, since the last inspection they have made changes to the outside area to improve activities available for those children who prefer to learn outdoors.
- On occasion, staff working with the older children overlook opportunities to broaden and challenge their learning even further.
- Sometimes, staff do not provide the resources to fully support children to continue and extend their own learning. For example, children match coloured bears to cards to make patterns. However, they can not complete the pattern because there are not enough of the correct resources.

What the setting needs to do to improve further

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

- extend and adapt activities to build on what older children already know and provide extra challenge to help them to make even more progress in their learning
- focus more precisely on the resources needed within activities to maximise children's learning.

Inspection activities

- The inspector had a tour of the pre-school to see where the children play and to check safety and security of the premises. She spoke with the children, staff and manager at convenient times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She discussed with the manager and staff the children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of first aid certificates. She checked evidence of the suitability of the staff and documentation linked to their professional development.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of their responsibility to keep children safe from harm. They know the correct procedures to follow if they have any concerns about a child's welfare. The manager and committee follow safer recruitment procedures to ensure all staff working with children are suitable. They support staff's professional development effectively. For example, the manager observes staff as they work and holds regular meetings with them to discuss their performance. The manager reviews the progress that different groups of children make in their learning. This means that she can identify any gaps in children's development. Staff attend training to develop their practice. They have recently attended a course on early literacy skills to help improve how they support children in this area. Staff build good links with schools to help children with the move when the time occurs.

Quality of teaching, learning and assessment is good

Staff are well qualified. They use their knowledge of child development well to promote children's learning. Staff enthusiastically join in with children's play and take time to show them how things work. They interact with children in a positive manner and give them support where necessary. Staff place a strong emphasis on developing children's communication and language skills. For example, they speak to children, ask questions and introduce new words to help increase their vocabulary. Children have fun experimenting with different textures. This is illustrated when children explore the shaving foam. Younger children thoroughly enjoy twisting their fingers around in the foam and older children learn to write letters. This helps to develop their small-muscle skills, which helps with their writing skills later. Staff provide good opportunities for children to develop their imaginative skills. For example, children enjoy dressing up as 'firefighters' and they pretend to put out the 'fire' and telephone for help.

Personal development, behaviour and welfare are good

The manager and staff create a warm and welcoming environment which helps to support children's learning well. Children's physical well-being is promoted effectively. They are confident and comfortable in their surroundings as they move around the rooms. Staff promote positive behaviour. They teach children good manners including sharing and turn taking. Children behave well. They play cooperatively alongside one another and demonstrate friendly behaviour. Staff provide a range of opportunities for children to learn about healthy lifestyles. For example, children follow good hygiene routines, eat healthy snacks and have opportunities for regular outdoor play. Children learn to climb and ride bicycles skilfully. They take risks for themselves and develop a good understanding of keeping themselves safe.

Outcomes for children are good

All children including funded children make typical progress for their age. Children are motivated and excited to join in with the activities available. They show curiosity and are eager to learn. Children concentrate and listen to stories. Younger children join in with rhymes and older children anticipate what is coming next in the story. This helps to develop their early literacy skills.

Setting details

Unique reference number	EY431772
Local authority	Derbyshire
Inspection number	10106717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Matlock Preschool Playgroup
Registered person unique reference number	RP517239
Date of previous inspection	17 November 2015
Telephone number	07792353802

Matlock Pre-School Playgroup registered in 2011, it is located in Matlock and is run by a committee. The pre-school opens from Monday to Friday during term time only. Sessions are from 08.50am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and the manager holds a degree in Early Childhood Studies.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

