

South Darley Pre-School Playgroup

Village Hall, Cross Green, Darley Bridge, MATLOCK, Derbyshire, DE4 2JT

Inspection date	29/09/2014
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Effective and clear safeguarding procedures are in place creating an environment, where children are safe and protected from harm.
- The quality of teaching is good. Children are provided with a wide range of interesting and age appropriate activities and experiences. As a result, they make good progress in their learning and development.
- An effective key-person system and a relaxed, warm atmosphere support children to develop strong bonds with staff. Consequently, children are confident, inquisitive and interested in exploring and learning.
- The playgroup demonstrates a good understanding of the importance of working with parents and other professionals in order to ensure that children receive appropriate support tailored to their individual needs.
- Leadership and management are good. The management have identified key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

It is not yet outstanding because

- The monitoring of staff practice is not sharply focussed enough so that children's achievements are raised to the highest levels.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed staff and children interacting during activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector held meetings with the manager and the nominated committee representative.
- The inspector spoke to parents to obtain their views on how the playgroup meets their children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

South Darley Pre-school Playgroup opened in 1972 and is managed by a committee. The playgroup is registered on the Early Years Register. It operates from the village community hall in Cross Green, near Matlock, Derbyshire. The playgroup serves the immediate locality and also the surrounding areas. It opens five days a week, Monday and Thursday from 9.15am to 3.30pm, Tuesday, Wednesday and Friday from 9.15am to 12.15pm, in term time only. Children attend for a variety of sessions. They have access to an enclosed outdoor play area. There are currently 31 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification; three at level 3 and one at level 5. There is also an administrative assistant. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice so that children achieve to the very highest levels.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. Observations are purposeful and clearly identify children's next steps in their learning. Regular observations are undertaken on children as they play, which means that staff are knowledgeable about children's development. Planning is flexible and responds to children's needs and interests, offering challenges for children so that they progress in their learning. All adults are deployed very well to support children's learning and their care needs. One-to-one interaction and small group activities result in staff knowing the children well and planning a varied range of experiences to meet their individual requirements. Therefore, children demonstrate the characteristics of effective learners and make consistently good progress. Teaching and learning is good. Throughout the activities, the members of staff praise the children's achievements and use noticeable body language to demonstrate their pleasure and encourage the children to explore further. This type of interaction demonstrates the good quality of the teaching provided by the staff, which is effective and ensures children's individual interests and preferences are catered for. Consequently, children are enthusiastic to learn and make good progress.

Children use a wide range of activities and experiences across all the areas of learning. They benefit from a selection of good-quality resources, which stimulate the children's imagination and promote their confidence in exploring and making choices. The children enjoy their experiences and play eagerly. They use the resources, such as building bricks, confidently and enjoy being creative building garages. Counting is a regular occurrence and children use pens and pencils to draw elephants and compare their sizes and colour. Therefore, children are ready for school when the time comes because they have a wide range of skills, to support their future education, as well as a very positive attitude towards learning. Staff have high expectations for children. As they grow in confidence and ability within the three prime areas, staff use their thorough understanding of how children develop to place an equal focus on all seven areas of learning. Children thoroughly enjoy the time they spend at the nursery and they are excited and motivated to learn. Consequently, the two-year-old children attending the nursery make good progress in their learning and development. Staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for the children. This promotes early language skills and sustained thinking.

Staff have worked hard to develop strong partnerships with parents. Children have individual learning and development files containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to look at and discuss their child's progress and share the interests and activities they have enjoyed at home through stay and play activities. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

The contribution of the early years provision to the well-being of children

The robust key-person system ensures positive relationships are formed with children, parents and extended families. During the settling-in process, staff take the opportunity to talk with parents and gather information about children's learning at home. As a result, the processes to help children settle into the playgroup are highly effective and parents feel welcomed and valued as partners in their child's learning and development. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the pre-school. In addition, staff work closely with other settings, such as school, to ensure they provide the support children need as they embrace their future learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. This means that staff effectively support children's emotional well-being and provide readiness to learn at the earliest opportunity.

Staff take the opportunity to talk to children about health and hygiene as they supervise hand washing routines. Children learn that they must wash their hands after playing outside, using the toilet and before eating food. They make choices from a variety of

healthy options for snack, including three types of fruit, and help themselves to freely available milk and water. As a result, children's independence skills are promoted exceptionally well. There are clear procedures in place with regards to children's dietary requirements. Staff work in partnership with parents to ensure children's good health and well-being needs are met. Children use the outdoor environment throughout the year to enjoy vigorous play, and being very active in the mud kitchen. This means children learn that outdoor play is not just an activity for fair weather and as a result, they benefit from lots of fresh air.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children behave very well for their ages and stages of development. Staff provide a positive role model for children and they ensure routines and boundaries are consistent so that children know what is expected of them. Through every day routines and play, they encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. Consequently, they are emotionally well prepared for moving onto school when the time comes. Children have a good understanding of ways in which they can keep themselves safe. They are reminded to use walking feet when moving around the indoor space, so they do not fall and hurt themselves. Children also attend a variety of community settings on a regular basis in the local area, including the local station and the woods, to encourage them to develop their understanding of the world. Consequently, children are making a wide range of relationships and developing their good social skills in preparation for the later move on to school.

The effectiveness of the leadership and management of the early years provision

The provider, manager and staff have a good understanding of the safeguarding and welfare requirements, and demonstrate vigilance when dealing with children's safety. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Relevant policies and procedures are updated in line with current requirements, including an explanation of the action to take in the event of an allegation being made against a member of staff. Systematic recruitment and vetting procedures ensure staff are suitable to work with young children. They are vigilant about the security of the premises and check all visitors before entry. Staff supervise children appropriately and carry out daily safety checks to ensure areas children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Consequently, children are kept safe while at playgroup.

The provider, manager and staff have a robust understanding of Early Years Foundation Stage and their role in monitoring and overseeing the teaching and learning in the pre-school. The manager monitors and evaluates the observations and assessments of all children to ensure that they continue to make good progress. As a result, the playgroup is a well-organised learning environment where activities are clearly based on children's interests and on meeting their learning and development needs. Staff are well qualified. This has a positive impact on their knowledge and understanding of the Early Years

Foundation Stage. Additionally, the manager monitors staff performance through regular supervision meetings. The manager fully supports their professional development and organises a programme of continuous training that arises from staff's individual needs, which helps them to improve their skills. However, this is not sharply focussed enough so that children's achievements are raised to the highest levels; for example, by introducing a regular peer observation system, where all staff have the opportunity to observe each other's practice and offer their critique.

The management team have created a comprehensive self-improvement plan to keep driving the already good provision forward. Since the last inspection by Ofsted, risk assessments of the environment are completed. Checks are carried out on areas where possible risks have been identified by staff and these are documented. Regular fire drills are carried out so that children know what to do in an emergency situation. In addition, children take part in activities, which enable them to explore the local community and develop their understanding of the world around them. The playgroup staff work well with other professionals in order to ensure that children receive appropriate support tailored to their individual needs. In addition, relationships with the local authority advisors are strong and the management team feel well supported. This means that children receive, and benefit from, the necessary support they need to make good progress. Partnerships with parents are good because the playgroup understands the importance and benefits of working together. Daily discussions and an open door policy contribute to the good working relationships between staff and parents and to meeting the needs of the children. Parents offer positive feedback and are delighted in the difference they have seen since their children started at the playgroup.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	206857
Local authority	Derbyshire
Inspection number	865445
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	31
Name of provider	South Darley Pre-School Playgroup Committee
Date of previous inspection	17/02/2011
Telephone number	01629 735230

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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