

# Duffield Pre-School

Inspection report for early years provision

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**Unique reference number** 206760  
**Inspection date** 10/02/2009  
**Inspector** Sue Hall

**Setting address** The Meadows Primary School, Park Road, Duffield, Belper,  
Derbyshire, DE56 4GT

**Telephone number** 07876695669

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Duffield Pre-School originally opened as Duffield Playgroup in 1986 and has operated as a pre-school group since January 2008. It is based in a room within Duffield Meadows Primary School in Duffield, near Belper in Derbyshire. A maximum of 24 children may attend at any one time. Sessions are open each weekday during school term times from 09:00 to 12:00 and 12:30 to 15:30 each day. All children have access to a secure enclosed outdoor play area.

There are currently 47 children aged from two to under-five years on roll. Of these, 38 children receive funding for nursery education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There is access to the facilities for all children and adults with disabilities.

The pre-school employs six part-time staff including the manager, all of whom hold appropriate early years qualifications. It is not part of any formal partnership with other providers but works with the base school and an Out of School Club. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Duffield Pre-school provides a good quality of care and education meeting the needs of children in the Early Years Foundation Stage well. Children make good progress in their learning while welfare and safety are promoted well. Children enjoy the various activities, and their families are pleased with the quality of care provided. The provision promotes inclusive practice by welcoming children from all backgrounds and abilities including those with additional needs. Because there is good self-evaluation of the provision, the staff are aware of what works well and where improvements could be made, and therefore there is good capacity to continue to improve

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend the children's use of key vocabulary through a greater focus on speaking, reading and writing activities as relevant to their age
- ensure that resources to promote imagination and role-play activities are vibrant and stimulating.

## **The leadership and management of the early years provision**

Leadership and management of the provision are good, which is testament to both the leader and strong team who have all worked in the setting for some time. The

continuity in provision is something valued by parents and the children know there are always familiar faces to welcome them each morning. As a consequence everyone connected with the group feels happy about what is provided.

Children achieve well because the manager has a clear overview of provision. Self-evaluation is thorough, accurate and involves all staff. This is reflected in good team work and staff are clear about their responsibilities and know what to do to bring about any needed change. Staff who support children with learning difficulties and /or disabilities ensure that their specific needs are met well. Policies and procedures are very well organised, with all documentation regularly reviewed, signed and dated ensuring all measures to safeguard children are securely in place. Staff are not only efficient but caring. They have good relationships with children and their parents. Key workers share information with carers and other professionals as appropriate.

Children benefit from the many initiatives and good monitoring that have brought about improvement since the last inspection in all the suggested areas. Nappy changing practices are now appropriate, children practise fire drills regularly and arrival times of staff and children are carefully recorded. Older children have benefited from the development of more focused activities to make further progress and resources are carefully checked. Staff work very hard to overcome the challenges of working in a room that is shared with other groups, which makes the preparation of daily activities a particular challenge. This is reflected in some role-play areas that lack imagination, vibrancy and impact. Staff are keen to work with the school and other groups to make the very best use of the facilities available for the youngest children.

## **The quality and standards of the early years provision**

The quality and standards in the Early Years Foundation Stage are good. Children settle happily to activities because staff liaise well with their carers. This helps everyone feel confident that the children are treated as individuals and are therefore well cared for. There is a good range of information readily available for parents about the provision. Further information is passed between staff and carers on a daily basis and through focused discussions of progress. The location of the setting, next to the Reception class to which many children later transfer, benefits children by helping to make transition to school smooth and straightforward.

Children greatly benefit from an excellent focus upon healthy lifestyles and staying safe. They enjoy healthy snacks, including bread sticks, banana and apple slices alongside ready access to fresh drinking water together with milk at snack times. Children particularly benefit from regular use of a secure outdoor play area with a safe landing surface. Even in inclement weather they enjoy outdoor play, which is arranged well and makes a clear impact on their understanding of the world around them and on social development.

Children are currently enjoying learning about numbers, shapes and colours. Staff provide a good range of tasks and resources that include a well-considered balance

of adult-led activities and those chosen by children. Children enjoy using materials such as playdough to make numbers. They also like using the tool bench and equipment to measure items around the room which helps them develop an understanding of shapes, space and measures. Staff ask a good range of questions to check what children know but sometimes miss opportunities to focus on the development of specific vocabulary even further. At times children could be encouraged to use key words more in both their speaking and early attempts at reading and writing. Displays around the classroom provide several examples of children's art work but there is little display of their mark making work in order to encourage further development of an interest in words and symbols.

Children's needs are met well because staff have a good understanding of the requirements for those in the Early Years Foundation Stage. Staff are often highly qualified and very experienced in working with children of this age. This has led to good developments in assessing and recording the progress children make. These procedures are thorough, well managed and clearly reflect national guidance. Planning demonstrates that staff provide a good level of challenge appropriate to the age and stage of development of the different groups, which supports the children's progress well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.