

Duffield Preschool

Park Road, Duffield, Belper, Derbyshire, DE56 4GT



Inspection date	12 October 2017
Previous inspection date	26 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- The manager has high aspirations for continued success at the pre-school. She regularly reflects on the quality of the provision and demonstrates a strong commitment to ongoing improvement.
- Children are very happy and well settled. They behave well at all times. Staff are good role models and help children to be kind and thoughtful, take turns and share.
- Staff work in effective partnership with parents and others, to help support children's individual needs and development well. They keep parents well informed about their children's progress and support parents with their child's learning at home.
- The manager and staff use detailed assessment and planning systems effectively. They track children's progress accurately. They successfully identify any gaps in children's learning and take prompt action to address them. Children make good progress during their time in the pre-school.
- Staff support children's language development very well. For example, they narrate children's play and help them to hold conversations about their experiences. They introduce new words to describe things and to extend children's vocabulary.

It is not yet outstanding because:

- Occasionally, staff do not take opportunities to extend challenges for older children, to help to encourage further investigation and discovery in their play.
- Some activities, such as group times, are not always organised well enough to fully retain the interest and involvement of all of the children taking part.

What the setting needs to do to improve further

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

- provide extra challenges for older children, to help to extend their learning and exploration even further
- review the planning of group activities, to better engage and interest all of the children taking part and help them to make the best possible progress.

Inspection activities

- The inspector spoke with the children and staff at appropriate times during the inspection. She observed activities and interaction between the staff and the children. She reviewed the play equipment and resources.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector discussed the children's learning and progress with their key person and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed self-evaluation with the manager and how she plans and makes improvements to the pre-school. The inspector checked evidence of the suitability and qualifications of the staff. She discussed some of the pre-school's policies and procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager, committee and staff have a secure understanding of their responsibilities to safeguard children's welfare. Ongoing training and regular discussions help to keep the staff's safeguarding knowledge current. The procedures for staff recruitment and for checking the suitability of committee members are rigorous, helping to ensure that staff working with the children are suitable. The manager is experienced and ambitious in her role. She leads her staff team well. Staff benefit from effective support from the manager to help their ongoing development. They attend training to improve their knowledge and skills. For example, after attending training on developing children's language, they introduce more activities to help increase opportunities for children to talk.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They know their key children well and interact with them in positive ways. They provide a stimulating environment that reflects children's interests and promotes their learning. For example, children enjoy dressing up in costumes and dancing to music. They use their imagination and creative skills effectively. Staff make good use of the outdoor space. For example, children have opportunities to do large-scale construction, such as building a large wall, and to practise their climbing and balancing skills on stilts. Staff support children's mathematical development well. Children have fun as they enjoy number songs that help them to count and calculate. They learn about volume and capacity as they fill and empty containers in the sand.

Personal development, behaviour and welfare are good

Staff are attentive to children and successfully meet their individual needs. They are caring and sensitively build up relationships with the children. Children are comfortable and confident in their surroundings. They freely move around the room and outside, independently choosing their play. Staff help children to learn about being healthy and having healthy lifestyles. For instance, they talk about fruit at snack time and how it is good for their bodies and they provide daily opportunities for outdoor play. Children are supported well to understand about similarities and differences between themselves and others. Staff build close links with school, which makes a significant contribution to helping children to be emotionally ready for their move on to school.

Outcomes for children are good

Children are motivated, engaged and have a positive attitude to their learning. All children make good progress from their starting points and are learning key skills for future learning and school. Children are independent, using their personal care skills and choosing their own play. Children begin to write, recognise letters and sounds in their name and develop good early literacy skills.

Setting details

Unique reference number	206760
Local authority	Derbyshire
Inspection number	1101786
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	36
Name of registered person	Duffield Preschool
Registered person unique reference number	RP522952
Date of previous inspection	26 March 2014
Telephone number	07955 16 88 92

Duffield Preschool registered in 1986 and is managed by a committee. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 11.30am on Monday and Tuesday and 9am to midday on Wednesday, Thursday and Friday and from 12.30pm to 3.30pm, Monday to Friday. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one has qualified teacher status and the manager has a degree in early years. The pre-school provides funded early education for two-, three- and four-year-old children.

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