

Inspection of Buxton Pre-School Playgroup

Village Hall, Mill Street, Buxton NR10 5EN

Inspection date: 8 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this friendly and welcoming setting. They feel safe and secure in their relationships with staff. Children develop close emotional attachments, confidently seeking out staff to share in their play. Staff respond positively when children need reassurance, offering cuddles and kind words. Children build good friendships with each other. They play well together, have regard for each other's needs and feelings, and are kind to each other. For example, when a child notices another standing on the sidelines of a construction activity, he picks up a foam block, takes it to the other child and invites him to join the game.

Children have a positive attitude to learning. They confidently choose what they want to play with and readily lead their own play. Staff follow what children want to do and support children's self-esteem well. They show a good respect for children's work. Staff focus appropriately on the process of planned activities, being led by the children's learning needs rather than pre-occupied with the look of the end result. For example, when children are making Christmas tree decorations from pine cones and glitter, staff recognise when children need to explore the texture of the glue and how it dribbles from the stick, instead of creating the decoration.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, staff have worked with the local authority to significantly improve their teaching skills. They meet children's individual learning needs well and understand how children learn. They plan a varied and stimulating curriculum that supports children's good progress. Staff carefully take into account how children learn when considering their interactions.
- Staff are actively engaged in children's learning and support them in purposeful play. They provide activities that are rooted in children's interests and support them well as they get ready for school. Staff understand where children are in their learning and what they need to do to promote continuing progress.
- Overall, staff pay good attention to promoting the development of children's speech and communication skills. They engage children capably, modelling conversation and introducing new vocabulary. Children become confident communicators. However, staff do not always encourage children to think for themselves. They ask children for their ideas but do not always give them time to think and respond before making their own suggestions.
- Children are helped to learn about the importance of good hygiene routines. They manage their personal hygiene needs relevant to their age and stage of development. Overall, children are developing self-care skills. However, staff do not always make the most of opportunities to help all children learn to tidy away after themselves or to manage their own coats and shoes.

- Children respond positively to staff's high expectations. Staff are nurturing and talk to children in a calm and respectful manner. They gently remind children about the need to share. Staff help children learn to keep themselves safe, such as why they should walk, not run, indoors. Children learn to take managed risks. They are gently encouraged by staff to 'have a go' and persevere as they walk along the balance logs and discs.
- Since the last inspection, management has introduced an effective programme of supervision for staff. Staff practice is monitored, and professional development opportunities are supported to bring about improvements in teaching. Staff are enthusiastic, motivated and work well as a team.
- Staff are committed to working together with parents. They keep parents informed about their children's days and learning, through verbal and electronic communication. Following the relaxation of COVID-19 arrangements, parents are now welcomed back into the building. Staff encourage parents to remain involved in their children's learning. Parents state that they are very happy with the service provided and describe staff as 'friendly and caring'.
- The manager has initiated partnerships with the local primary school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to protect the welfare of children. They have a good awareness of the indicators of abuse. All staff receive training in child protection and are confident about the process to follow if they are concerned about a child. Staff understand the importance of identifying and supporting children and families who may be at risk of harm from extreme behaviours and views. There is an effective whistle-blowing procedure. The manager understands her responsibility to report concerns about adults working in the setting. She demonstrates effective recruitment and selection procedures, to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- give children more time to think, respond to questions and explore their own ideas
- give children more opportunities to learn to do things for themselves.

Setting details

Unique reference number	253986
Local authority	Norfolk
Inspection number	10246723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Buxton Playgroup Committee
Registered person unique reference number	RP519096
Telephone number	01603 279468
Date of previous inspection	14 June 2022

Information about this early years setting

Buxton Pre-School Playgroup registered in 1992. The pre-school employs eight members of childcare staff, including two bank staff. Of these, five hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday, during term time. Sessions are from 8.45am until 2.45pm on Monday, Wednesday and Thursday, and from 8.45am until 12.45pm on Tuesday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in her evaluation of the provision.
- The manager and the inspector completed a tour of the setting to help the inspector understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and a representative from the committee that makes up the governing body of the setting.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection, and they played together.

We carried out this inspection 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.

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