

Silverbells Pre School

Inspection report for early years provision

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| Unique reference number | EY286929 |
| Inspection date | 10/03/2009 |
| Inspector | Shirley Amanda Wilkes |

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| Setting address | Russells Hall Neighbourhood Centre, Overfield Road, Dudley, West Midlands, DY1 2NX |
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| 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

Silverbells Pre School opened in 2001. There was a change in the registered provider in 2004. The group operates from two rooms in the Russell's Hall Neighbourhood Centre in Dudley. The group serves children in the local community. The group opens five days a week during school term times. Sessions run from 09:00 to 11:30. All children share access to a secure enclosed outdoor play area.

A maximum of 40 children aged from two years to under five years may attend at any one time. There are currently 30 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

Five full time members of staff work with the children. All of whom have early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle quickly in the safe, welcoming and inclusive environment. They access a broad range of stimulating and enjoyable activities which promote their learning and development in the Early Years Foundation Stage (EYFS). All aspects of the children's welfare, learning and development are promoted well because staff implement policies and procedures to safeguard the children. Parents and carers receive regular information on the pre-school activities, events, programmes and policies.

What steps need to be taken to improve provision further?

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

- ensure that behaviour management procedures are consistent
- ensure that information gained from observations and assessments are used to plan for the next steps in children's learning.

The leadership and management of the early years provision

There is a well established staff team within the setting. All staff are qualified and have a wealth of experience with young children. Staff are conscientious about ensuring risks are minimised at all times, through completing risk assessments and being alert to issues of safety. Space and resources are organised effectively to allow children to move freely and independently around the room. Robust recruitment and vetting procedures ensure the suitability of adults caring for children. Regular staff meetings, an appraisal system and staff attending a variety

of courses effectively support their ongoing professional development.

Children benefit greatly from the good relationships developed with parents and carers, and strong lines of communication ensure information about their general well-being, how they are settling in and what they have been doing is shared well. The pre-school encourages parents and carers to become involved in their children's learning through a range of initiatives. Parents are also encouraged to come into the setting to help and are also invited to special occasions for example, mothers day breakfast.

Appropriate consents are in place and staff respect parents' and carers' wishes for their child. Each child has a named key person. Recommendations made at the previous inspection have been addressed and this has enhanced children's welfare and learning. The management has a firm commitment to the self-evaluation for the development of the nursery.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of the EYFS learning and development requirements. This is consistently and effectively put into practice to achieve good outcomes for children. For example, staff undertake regular observations of children to establish children's achievements and progress, however these assessments are not always used to plan for individual children's next steps in learning.

Staff ensure children are able to access a range of activities and achieve this through equipment being accessible for them. Children cooperate well with each other, sharing resources as they play in the 'home corner'. They show high levels of independence as they self-select resources and initiate their own play, suggesting ideas and sharing their thoughts. Children enjoy activities which cover all areas of learning. Children count at every opportunity and are beginning to problem solve and calculate during practical activities. They have many opportunities to practise their emergent writing skills in a variety of ways and the they are encouraged to recognise their own name when self-registering at the start of the session and when having snack.

Good opportunities are provided to encourage children to use their senses to explore natural materials and objects, such as painting, playdough, and sand and water play. They enjoy looking at books either on their own or by requesting staff attention. They have daily access to the outdoor play space, climbing equipment and movement sessions indoors all help to promote their physical development. Children count at every opportunity and are beginning to problem solve and calculate during practical activities. They are able to count objects and talk about shapes and colours through significant activities, such as number rhymes during singing ,and use of a range of resources and programmable toys. These develop their understanding of numbers and problem solving. The pre-school celebrates various festivals, looks at other cultures and tastes different foods from around the world and has equipment which reflects the diversity of society. The children also learn about their local community during walks around the local area, for example,

trips to the post office to post letters.

Behaviour within the pre-school is generally good. Children treat one another and staff with respect. Staff manage behaviour in a calm, quiet manner and provide positive role models. However, not all behaviour is managed in a consistent manner.

Children learn about the importance of keeping themselves healthy as staff encourage them to take part in regular exercise both indoors and outdoors. They enjoy café style refreshment area and are able to freely access drinks and snacks. Rigorous hygiene procedures are implemented by staff to prevent the spread of infection. They act as good role models in their practice which children observe, consequently children are learning to wash and dry their hands before eating and after using the bathroom. Children are also encouraged to wash their own plate and cup after snack, furthering their independence.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| 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

Annex B: the Childcare Register

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

Met

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 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.