

# Silverdale Playgroup

Inspection report for early years provision

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**Unique reference number** 254673  
**Inspection date** 05/03/2009  
**Inspector** Diana Pidgeon

**Setting address** The Downs, Wilford, Nottingham, Nottinghamshire, NG11  
7EB

**Telephone number** 0115 9825017

**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

Silverdale Pre-school opened in 1972 and operates from a community centre in the Silverdale area of Nottingham. The centre is fully accessible with ramps and automatic doors. Car parking is available. The pre-school uses the two main rooms and has access to a kitchen, toilets and an enclosed outdoor play area. The children who attend come from the surrounding areas of Silverdale, Wilford and beyond.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. They are registered to care for a maximum of 35 children over the age of two years. The pre-school is in receipt of funding for free early education for children aged three and four years of age. There are currently 57 children on roll aged from two to four years. Children attend a variety of sessions each week. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school opens every weekday morning during school term times. Sessions are from 09.00 to 12.00.

Six staff are available to work with the children. Of these, five have a Level 3 Early Years qualification and the domestic assistant has a food handling and hygiene certificate. The supervisor and one of the staff also have a foundation degree in childhood studies and the supervisor is currently undertaking an honours degree in education. They receive ongoing support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff promote all aspects of children's welfare and learning with success. The partnership with parents, carers and others agencies is a key strength of the setting and contributes significantly to ensuring all children's needs are met very well. The pre-school is exceptionally welcoming to all children and their families and staff work tirelessly to meet all children's individual needs so that there are no barriers to underachievement. Consequently, children develop the skills needed in order to move on to school with confidence and an enthusiasm for learning. Staff share high aspirations and their clear monitoring and forward planning mean the pre-school has a good capacity for further improvement.

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

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

- review the safeguarding procedure to ensure it clearly reflects the Local Safeguarding Children Board guidance
- extend the use of the outdoor environment to further support all areas of learning.

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

Good leadership and management are at the heart of the success of this setting. The experienced and well qualified staff work collaboratively to plan and provide valuable experiences for the children and to promote their welfare. Arrangements to safeguard children are good. Through the use of risk assessments staff identify and minimise potential hazards and ensure good security especially at times when families are arriving and leaving the premises. Positive behaviour management contributes to children's safety as they know they must immediately gather together when the whistle is blown and do so without fuss. Staff have a good understanding of child protection issues and readily available documentation provides further guidance. However, the safeguarding policy available does not clearly reflect current guidance.

Staff are eager and willing to take onboard new ideas and initiatives to improve the outcomes for children. They make good use of reflective practice and evaluation to identify what works well and where improvements can be made. There is excellent communication with parents so that staff quickly build a detailed knowledge of the children. This helps to plan for individual needs and makes sure everyone is included in all activities. For example, staff provide one-to-one support for children with learning difficulties and/or disabilities so that they take part in all aspects of the provision with confidence. They ensure children who are at an early stage of learning English fully understand what is happening around them and are provided with the appropriate vocabulary to express their views. Relevant information is exchanged in a number of ways, for example, through newsletters, notices and meetings with the children's key person. Detailed sharing of children's next steps and parents' knowledge of the rhyme, sound and sign of the week means that there is a common sense of purpose linked to children's learning.

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

Children are motivated to learn and most enter the pre-school with enthusiasm. Staff develop very good relationships with the families and children so that they soon feel confident in the environment. For example, staff know the children well and use a favourite toy or activity to help them settle. The attractive indoor environment ensures all children find plenty to do and they eagerly involve themselves in either solitary or group games. A wide range of good quality resources is set out and further items are stored at low-level so that even the youngest children can make independent choices and follow their own interests. Consequently, they develop good habits as active learners. Children build excellent relationships with each other and readily share, take turns and show consideration for others. Their behaviour is exemplary because of the clear way in which this is promoted by every member of staff. For example, when children are chosen to receive award stickers, staff make it abundantly clear what they have done well and this helps other children to understand right from wrong. Through regular observation staff identify the next steps for each child. This enables staff to plan the environment and activities effectively, so that children remain interested and challenged. Consequently, children develop a good disposition for learning and

high self-esteem. Children are independent and learn how to operate modern technology with minimal assistance. For example, children utilise the computers with skill, showing an ability to select and operate programs independently. Older children frequently help the younger ones who quickly understand the accepted code for sharing and taking turns.

Children's skills in communication are promoted through effective staff questioning and the use of signing so that everyone is included. Through a wealth of purposeful activities children make marks, create their own books and learn to solve problems as they play. Planning ensures all children have a balanced range of experiences that promote their learning across all areas of the curriculum. Children have the opportunity to play outdoors whenever possible and good use is made of the outdoor and indoor areas to allow children to move freely between the two environments. Whilst staff provide a variety of play outdoors, there is potential for this to be further extended in order to maximise children's opportunities for learning.

Children develop a healthy lifestyle through regular physical exercise both inside and outside. For example, they crawl through and slide over barrels and jump across an array of tyres. Their individual needs are further met as children choose when to eat their snack and are provided with a choice of healthy items. Through the provision of appropriate play activities children learn to use small tools safely. For example, children use blunt scissors to cut playdough and in doing so they develop the skills needed to go on and use these to cut paper. Such practices lead to older children competently and safely using hole punches and staplers within their construction activities. Staff provide good opportunities for children to explore and discover things for themselves and this promotes children's interest in learning. Tasks match carefully the differing abilities of the children and this ensures they make good progress in what they do.

## 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?	1
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?	1
How well are children safeguarded?	2

### 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>	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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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 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.