

# Silverton Pre School Playgroup [at Hall]

Inspection report for early years provision

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**Unique reference number** 105904  
**Inspection date** 08/06/2010  
**Inspector** Elaine Douglas

**Setting address** The Evangelical Hall, School Road, Silverton, Exeter,  
Devon, EX5 4JH

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

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## 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 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.

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## Description of the setting

Silverton Pre-school Playgroup has been operating since the 1960's and the After School Club opened in 2002. They are both managed by a voluntary parents' committee. The groups operate from the Evangelical Church Hall in the Devon village of Silverton, near Exeter. The setting has sole use of the hall during session times and it consists of a large room with a smaller room leading off from one side. The children have access to an enclosed garden with both grassed and patio areas with an awning, and a further enclosed climbing frame area with safety flooring.

The pre-school serves the local community and the after school club serves Silverton Primary School. The pre-school opens during school term times, Monday to Thursday, 9.15am to 3.15pm with a lunch club. A parent and toddler session runs on Friday from 10am to 11.30am, except the second Friday of the month. The after school club operates every weekday. Staff collect the children from Silverton Primary School and the group closes at 6pm.

The pre-school and after school club are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the groups at any one time. There are currently 36 children aged from three to under five years on roll. The pre-school provides funded early education for three and four-year-olds. There are 21 children under eight years on the after school club register. The group is also open to children up to the age of 11 years.

The pre-school employs eight staff to work with the children. One member of staff holds a level 4 qualification, three hold a level 3 and three hold a level 2. Three members of staff are working towards a level 3 qualification and the manager is working towards a level 6. The pre-school has gained a quality assurance accreditation with the Pre-school Learning Alliance. The after school club employs four members of staff, two of whom hold relevant qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team have a good awareness of the Early Years Foundation Stage and successfully implement it to meet children's individual welfare and learning requirements. Excellent supervision and procedures ensure children are safe and secure at all times. The organisation of resources and the environment supports most children in making good progress in their learning and development. The good partnership with parents and other providers delivering the Early Years Foundation Stage support staff in ensuring they can meet each child's individual needs. Very effective use of self-evaluation and a strong drive for improvement ensures good outcomes for children.

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

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

- provide flexible resources in the outside environment all year round, to facilitate children's play and exploration, in order to promote all areas of development for children who prefer to learn outdoors
- develop the assessment system further so that evidence of each child's learning journey takes a personal pathway

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

Children are safeguarded through excellent policies and procedures. All staff have attended safeguarding training and three staff, including the designated person, have attended level 3 training. Staff have an excellent awareness of their roles and responsibilities and keep children secure at all times. Thorough risk assessments are carried out on the premises and each and every outing. All staff have received first aid training and hold a current qualification. Parental consent is obtained to seek emergency advice or treatment. Very good systems are in place to record any accidents or necessary medication. Robust recruitment and checking procedures ensure appropriate staff are employed. Children's registration forms contain very good information to safeguard children, including passwords in case of emergencies.

Parents had very good opportunities to attend the setting and be involved in their child's learning. Parent helpers are effectively deployed to interact and play with the children. Parents are invited to attend workshops and are welcome to stay for registration at the beginning of the session. Regular newsletters, a notice board and a good prospectus, keep parents well informed about the provision. They have good opportunities to have both verbal and written feedback on their child's development. New parents are invited to a meeting to meet staff, ask any questions and learn about the provision. Good communication between the pre-school and any providers responsible for the joint care of the children, ensures continuity in children's welfare and development needs.

Annual appraisals are used to monitor staff strengths and development. There is a high commitment to continuous training and to continually updating their knowledge. In 2008 the pre-school achieved the Preschool Learning Alliance Aiming for Quality Accreditation. Continual self-evaluation is effectively used to identify the setting's strengths and areas for development. Parental questionnaires ensure parents have the opportunity to make suggestions and comment on practice. For example, home-school books have been introduced in response to parents' wishes for more daily information. Through discussion, children are able to contribute their suggestions on what they enjoy doing. The committee and the staff jointly evaluate their provision in order to make continuous improvement. Policies and procedures are currently being updated and are reviewed annually.

## **The quality and standards of the early years provision and outcomes for children**

Children are confident and happy at the pre-school. They are generally well behaved and kind to each other. Older and more able children take turns while playing games. Children enjoy being the 'special helper' and most help to take care of the environment. They are encouraged to initiate their own activities and games, as well as taking part in adult-led and whole group activities. Staff give children time to speak and to organise their thoughts, and they praise them for good listening. Consequently, children build high self-esteem and are proud of their achievements. Children eagerly respond to questions during whole group stories, they join in with familiar words and predict what will happen next. Staff provide good interaction, encouraging children to think about solutions to problems. For example, in a conversation with a member of staff a child suggests having an umbrella to be able to go out in the rain. Adult input leads to the child realising that all the children wouldn't be able to fit under an umbrella and that every child could have their own. Staff expand children's games. For example, a child hides an item under the sand, and staff suggest the other children look away and then try and guess which item is hidden.

A wide range of good quality resources are available to support and promote children's development. Laminated cards are used to enable children to make independent choices and select the resources they would like. The smaller room provides a carpeted area with cushions, in which children can relax and enjoy a range of books and ICT equipment. Good use is made of the local environment. For example, children are taken out into the village to post the postcards they have made. Visitors to the setting enhance children's learning, such as a doctor, the police and the fire brigade. Children have daily opportunities to be outside and enjoy a wide range of physical activities. They ride their bikes with confidence and practise the egg and spoon race for their sports day. However, most planning for outside, does not include a flexible range of resources which children can use in many different ways to promote their development in all areas.

Children develop an excellent awareness of a healthy and safe lifestyle, through activities and their daily routines. They are encouraged to take adult-supervised risks to promote their development, such as using scissors and a range of equipment. They regularly take part in practising the fire drills and discussing emergency evacuation. Children are involved in risk assessments, such as keeping themselves safe while walking around the village. Topics on 'stranger danger' and 'road safety' enhance their awareness. Children independently wash their hands prior to eating and after using the toilet. They understand the need to flush the toilet, put used tissues in the bin and to wash their hands thoroughly with soap. They learn about dressing appropriately for the weather and protecting themselves in the sun. 'Health awareness' weeks are held to further promote children's and their family's awareness of healthy practices. Children help themselves to fresh drinking water and discuss healthy eating while having their snack.

A new system has been introduced to gain good information from parents on children's starting points. This ensures that staff can build effectively on children's

current development. Staff continually observe the children, which enables them to know their key children well and use activities to meet their individual needs. Activities are based around themes and the children are encouraged to give their input into the planning. Consequently, children are interested and motivated to learn. For example, children asked to include a vet, zookeeper and farmer into their planning around wildlife. Staff track children's development towards the early learning goals, and use a summary to feedback to parents and plan children's next stages. The assessment system provides a few photographs of children engaging in activities and some observations. However, this system currently does not highlight each child's uniqueness.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **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