



Silverbells Pre School

Inspection report for early years provision

Unique Reference Number	EY286929
Inspection date	02 November 2005
Inspector	Jackie Nation

Setting Address	Russells Hall Neighbourhood Centre, Overfield Road, Dudley, West Midlands, DY1 2NX
Telephone number	01384 812265
E-mail	des.temple@dudley.gov.uk
Registered person	Silverbells Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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. A maximum of 26 children aged from 2 years to under 5 years may attend at any one time. 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.

There are currently 26 children aged from 2 to under 5 years on roll. Of these 25 children receive funding for nursery education. The group supports children with special educational needs and children who speak English as an additional language.

Five staff work with the children. The manager holds an Advanced Diploma in Child Care and Education and two staff have early years qualifications to level two. Two staff are working toward a qualification. The setting receives support from the Dudley local authority early years service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff are active in promoting good hygiene by raising children's awareness of good practice and healthy living. Children learn about hygiene routines as they wash their hands after messy play, after using the toilet and before snack time. This helps them to effectively understand the need to practice good routines of personal hygiene and develop independent self-care skills.

Children are kept safe from the spread of infection. Staff follow good hygiene procedures when they prepare snacks and drinks for the children and staff have completed food hygiene training. Children are well nourished as staff promote and support healthy eating for children. Children's individual dietary needs and preferences are recorded following discussions with parents at the admission stage.

The session is well organised each day to ensure there is regular opportunity for children's physical development, both indoors and outside. Children have a good awareness of space and use a wide range of small and large equipment with confidence, for example, scissors, paints brushes, pencils, play dough cutters, bikes and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean environment which is effectively organised to enable them to move around freely and safely. All toys and equipment are maintained in good condition and appropriate to the children's age and stage of development.

Children are kept safe because staff have a very good awareness of health and safety issues. Staff are vigilant and supervise the children well. Children benefit from a good range of safety measures, for example the entrance door is locked when the session is in progress and access to the premises is monitored, for example, visitors sign in and out. There are good procedures in place to protect children when they are collected at the end of the session, children sit with their key worker and wait to be collected by their parent or carer. Fire evacuation procedures are practised regularly with the children. Children have a good understanding about safety in the setting,

which is developed through good staff explanations and by staff giving thought to the layout of room to minimise accidents.

Children are well protected from possible abuse or neglect. Staff have a good understanding of the procedures to follow with any concerns and have attended training. They are fully aware of the types of abuse and signs to look for. A written child protection policy is in place, however, the procedure to be followed in the event of an allegation being made against a member of staff or volunteer is not shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre school and arrive happy and eager to participate. Those who are new are helped to settle by staff who are sensitive towards their individual needs. Children benefit from warm relationships with staff who are interested in them and give them lots of praise and encouragement. At circle time children are given the opportunity to think and demonstrate what they know and understand. Children help to tidy up efficiently, they know where things go and know they have to put away the toys in trays which they have selected for themselves.

Children play an active part at the setting and their independence is promoted through a variety of opportunities. They have access to a café style system for snacks and drinks and make decisions about their play as they move around freely accessing toys and play equipment. All children are fully involved in a wide range of enjoyable worthwhile activities, which develop their mathematical thinking, imagination, language and creative development. Children concentrate while playing and use their imaginative skills very well in the role play area, encouraged by good staff questioning and listening skills. Children enjoy looking at books, being physically active, listening to stories and playing games.

Children make positive relationships, they play well together; they are learning to share, take turns and they are beginning to respect each others feelings. Staffing interaction with the children is good, staff are positive role models to the children. They work directly with the children and give them good support and direction, for example, staff play at the children's level, on the floor or sitting in the home corner, they sit at tables where children may need more help and work with children on a one to one basis. At the self-service café system a member of staff encourages children's independence, guides them as necessary when they are not sure what to do, e.g. helping themselves to toast and buttering it.

Nursery Education:

The quality of teaching and learning is good. Staff have a good knowledge of the Curriculum Guidance for the Foundation Stage and competently put this into practice. They know how children learn and plan a good range of activities and experiences to cover all areas of children's learning. There is a good balance between focussed adult led activities and free play. The use of time and resources are good and space is used very effectively to promote children's learning overall. Staff use open ended

questions to effectively promote children's thinking and set out the room to stimulate children's interest in learning. As a result, children are motivated and make many good links in their learning.

Planning is clear and covers all six areas of learning. Planning for focussed small group activities ensures clear learning intentions are identified for children. Systems are in place to observe and monitor children's achievements, although staff should ensure that information from assessments is used to guide planning and to move children on at a pace to suit their needs. Staff with responsibility for special needs have a sound knowledge of the procedures and develop good relationships with parents and other professionals. This ensures children with special needs are included in activities and make good progress. Consideration has been given to sources of support for children with English as an additional language.

All children are self-assured in their play and confident to try new experiences in a supportive environment. They are sociable and readily engage their peers, staff and visitors in conversation and play. Children are extremely imaginative, they make up their own games, enjoy dressing-up and taking on varied roles and different characters. Children are confident speakers and are developing their listening skills, they say 'please' and 'thank-you' and they are keen to share experiences. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

Children are encouraged to show an interest in numbers and are supported in developing the skills needed for counting. For example, through a range of interesting games, such as dice games, spot the dog game, number songs, where they count on and back, and everyday activities. Younger children are helped to say numbers in the correct order and begin to recognise the number of objects in a small group. Older children count reliably up to ten and some beyond. Children begin to use language to describe and compare shape, position, size and quantity. They explore the shapes around them and look for patterns and sequences.

Children's physical skills are promoted as they take part in a wide range of experiences indoors and outside, including music and movement, exercise tapes and games. They have good access to outside play and use a range of equipment with confidence, for example, balls, hoops, scooters and bikes. Children show an awareness of space for themselves and others as they move around the room.

Good emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary, linking sounds to letters and by being able to recognise and write their names. There are good opportunities to practise writing for a variety of purposes, for example, during self-registration, planned activities and role play.

Children know about the uses of everyday technology, they enjoy exploring objects and are interested in how things work. They use magnifying glasses, whisks, electronic equipment and cash tills. Children develop a good understanding of the natural world through topics and focussed activities such as life cycles. Children are given time and encouragement to use all their senses to investigate a wide range of materials, for example, the properties of jelly and how it changes from solid, partially

set and fully set. Children said it felt cold, sticky, soft, and lovely and juicy!

Children have a sense of place as they are involved in discussions and activities about special events in their own lives, their families and gain an awareness of beliefs and cultures outside their immediate experience. This helps the children develop a positive view of the wider world.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the group and encouraged to take part in activities. Staff plan a range of activities and use resources to promote a positive view of the wider world. This increases children's awareness of diversity and their understanding of others as they have the opportunity to explore a variety of festivals and celebrations. This positive approach fosters children's spiritual, moral, social and cultural development well.

Staff with responsibility for special needs have a sound knowledge of the procedures and develop good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of nursery life and make good progress. Good consideration has been given to sources of support for children with English as an additional language.

Children are beginning to understand right and wrong through consistent boundaries and age appropriate methods used by staff, for example, a gentle reminder which includes an explanation. Staff promote good behaviour and encourage children to respect and have consideration of others. Children are rewarded in their achievement at circle time, for example by using stickers. Children respond positively to this and this helps develop children's self-esteem and confidence. The policy for behaviour management at the setting is shared with parents and includes the setting expectations of children. However, it does not include a reference to bullying.

Partnership with parents and carers is good and sensitive settling in arrangements help children, parents and staff get to know each other. Children benefit from effective information sharing with parents through daily feedback and information displayed on the notice board. Parents receive a helpful information pack about the provision and this includes information about the policies and procedures.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Children enjoy and participate fully in activities because space and resources are well organised. Recruitment and vetting procedures ensures children are cared for by suitable staff, who follow the settings policies and procedures. Staff effectively implement routines to give children a broad range of experiences to support their play, learning and overall development. All staff have a high regard for children's well-being.

Leadership and Management is good. This contributes to children making good progress towards the early learning goals. The setting are clear about their aims and objectives and fully committed to improving the quality of care and education for all children. All staff are committed to continuous improvement and development and there is provision for ongoing training.

Children's personal information is stored securely, which helps to maintain confidentiality. All documentation is well organised and there are effective recording procedures in place which protect children's health and well-being. New members of staff are informed about the policies and procedures through effective induction procedures. Policy documents are reviewed and updated and staff and parents are made aware of any changes.

Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the procedure to be followed in the event of an allegation being made against a member of staff or volunteer is shared with parents
- include a reference to bullying as unacceptable behaviour in the behaviour

management policy.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure information from assessments is used to guide planning and to move children on at a pace to suit their individual needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk