



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105904

DfES Number: 518920

### INSPECTION DETAILS

Inspection Date 21/09/2004  
Inspector Name Elaine Douglas

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Silverton Pre School Playgroup [at Hall]  
Setting Address The Evangelical Hall  
School Road, Silverton  
Exeter  
Devon  
EX5 4JH

### REGISTERED PROVIDER DETAILS

Name Silverton Pre School Playgroup 900442

### ORGANISATION DETAILS

Name Silverton Pre School Playgroup  
Address The Evangelical Hall  
School Road, Silverton  
Exeter  
Devon  
EX5 4JH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Silverton Pre school Playgroup and After School Club is managed by a voluntary committee which manages two preschool facilities in the village of Silverton. This group operates from the Evangelical Church Hall and have use of the main hall which can be divided, the kitchen, toilets and storage rooms, as well as an enclosed garden. The Pre-school serve the local community and the after school club serves Silverton Primary School.

There are currently thirty-nine children from three to five years on roll in the pre-school. This includes twenty funded three-year-olds and fifteen funded four-year-olds. There are thirty children from four to eight years on roll in the after school club. Children attend for a variety of sessions. The groups support children who have special needs. There are currently no children who speak English as an additional language.

The pre-school is open during term time only. It opens 09.10 to 15.20 Monday to Thursday and 09.10 to 11.40 on Friday. The group are closed every second Friday each month. On Monday, Wednesday and Thursday the afternoon sessions are only for children four years plus. The staff of the after school club collect the children from Silverton Primary School and the group closes at 18.00. A holiday club runs during the school holidays for all the children.

Seven staff are employed to work with the children in the pre-school and two staff currently work in the after school club with one regular parent volunteer. An administrator is also employed. Three staff have early years qualifications and six are on training programmes. The group achieved PLA accreditation in July 2001.

### How good is the Day Care?

Silverton Pre school and After School Club are providing good quality care. The experienced staff work well as a team and the staff who are not already qualified are undertaking training. A good operational plan is effectively implemented and underpins the day to day running of the groups. Space and resources are well

organised and provide good support for the children in their learning through play. Documentation is organised and stored confidentially. However, not all procedures are currently recorded.

Staff competently carry out good procedures which keep children safe and healthy; they support children well in developing safe and healthy practices. Nutritional snacks and drinks are provided. However children's access to drinking water depends upon them asking for it. Staff have a good understanding of children's individual needs and provide good support for children with special educational needs (SEN). The majority of staff have undertaken training in child protection and all staff have a good knowledge of child protection issues and procedures.

A very good range of activities are provided, which are appropriate to the various ages and abilities. Staff interact effectively by talking and listening to the children and build good relationships with them. Staff manage children's behaviour appropriately and provide good role models to promote positive behaviour.

The partnership with parents is very good. Staff seek good information from parents to ensure they are caring for their children appropriately. They provide a welcoming environment and keep parents well informed about the provision, the way it operates and their child's progress.

#### **What has improved since the last inspection?**

At the last inspection the group agreed to seek parental permission for staff to seek emergency advice or treatment. A consent form has been included with the registration form and current parents have also been requested to complete this. This ensures that should an emergency arise the staff can act quickly in seeking help.

#### **What is being done well?**

- Parents have very good access to information, which includes information on the regulator and copies of the standards and guidance, also previous inspection reports. There is a good range of leaflets on play, SEN e.t.c. Parents can also see certificates of staff training and qualifications. They receive regular newsletters and information from the committee.
- Staff are vigilant about children's safety. They are deployed well and follow good procedures which they encourage the children to adopt. For example, when children are taken for walks around the village extra adults are asked to attend. Children wear fluorescent jackets and discuss safety prior to leaving. They are continually reminded of hazards, such as cars.
- Staff effectively implement good hygiene procedures. Clear cleaning rotas ensure children can use hygienic toilets throughout the sessions. Children are supported well in developing their own good practices, such as hand washing.
- Staff plan effectively to ensure children take part in interesting worthwhile activities which provide good opportunities for children to progress in all

areas of development. Children enjoy their play and are motivated to learn.

#### **What needs to be improved?**

- the documentation to ensure the procedures for caring for sick or injured children are recorded, as well as details of the fire drills
- the procedures for ensuring children have regular access to drinking water, particularly for those unable or unwilling to ask.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure children have regular access to drinking water.
14	Include the procedures for sick or injured children in the operational plan and record details of the fire drills as recommended by the fire officer.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Silverton Pre-school are providing high quality nursery education overall. Effective planning and teaching ensures children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff make good use of daily routines and impromptu situations as learning opportunities. They plan well to ensure children take part in activities which support them in attaining the early learning goals. Staff provide good opportunities to encourage children to think and demonstrate what they know; they appropriately challenge the older and more able children. Staff provide effective interaction, they give clear explanations and ask challenging questions. They make good use of the available space and resources to provide an inviting environment, which motivates children to learn. Staff make good, regular observations of the children's achievements and use these well to identify areas for progression.

The leadership and management are very good. Managers provide good role models and staff are clear about their roles and responsibilities. Very effective systems are used to monitor practice and teaching. Managers actively support staff development to ensure they are knowledgeable and provide good quality care and education. This ensures that there is a shared commitment to ongoing improvements.

The partnership with parents is very good. Parents are provided with good quality information on the curriculum and the organisation. They have very good opportunities to be involved in the group and their child's learning. Parents receive regular written information on their child's development and are provided with good opportunities to meet with their child's keyworker for formal or informal discussions.

### What is being done well?

- Staff plan well to ensure that children take part in good activities each term which progress them towards all the early learning goals. They make very good use of impromptu situations to develop all areas of learning. For example, when one parent brought in their baby rabbit, children were able to, not only find out about caring for a rabbit but also measure him and engage in discussions about how he might change over the next three months.
- Staff provide a good balance of child-initiated and adult-led activities. They allow children to take adult-led activities in their own direction and understand the importance of what the child is learning from the activity rather than the finished product.
- Managers regularly and effectively monitor and evaluate the educational provision and the quality of teaching; staff are sensitively supported in

recognising training needs.

- Staff regularly and consistently observe the children's progress, they record children's achievements and share these with parents. The records are effectively used to identify any individual needs and ensure staff plan to help children to progress further.

#### **What needs to be improved?**

- the access to tools to enable children to develop their knowledge of using them safely and with control.

#### **What has improved since the last inspection?**

The group have made very good progress since the last inspection. Staff have taken appropriate action to increase children's opportunities to listen to music and increase staff confidence in this area, which was raised as a point for consideration at their previous inspection.

Music workshops were introduced into the group once a month for three months to support staff and children in becoming confident and creative with music. A compact disk player has been purchased and children now listen to a variety of types of music. This has resulted in staff being confident to plan more regular music activities and access to instruments. Children are now inspired to move creatively to the different sounds they hear, such as gliding gracefully to 'Swan Lake' .

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently initiate conversation with others, they seek others to share their experiences and form good relationships with their peers and adults. Children develop independence in selecting and carrying out activities. They take initiative and manage their own personal hygiene, such as washing their hands and wiping their nose. Children show care and concern for their environment and have a good understanding of the expectations of their behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children regularly link sounds to letters and the older and more able children can name and sound letters of the alphabet. Children initiate conversation, they confidently ask questions and give explanations, showing awareness of the listener. For example, several children engage in conversation about what they can see out of the window. Children regularly draw and paint, they draw lines and circles and the older or more able children form recognisable letters when writing their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly use numbers in their games and activities, they count objects to five and some children count beyond ten. Children make predictions and confidently say the number which is one more or less than the given number. The older or more able children are beginning to relate addition to combining numbers and subtraction to taking away. Children use the correct language to describe a shape and show an interest in less familiar shapes and symmetry, through appropriate activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children regularly examine objects and living things to find out more about them, they notice patterns and differences. Children are excited by their own environment and comment on the natural world. Children are gaining an awareness of other cultures and beliefs through celebrating a wide range of festivals and finding out about other countries. Children learn about time by looking at past events and predicting changes in the future, such as how a baby rabbit will look in three months time.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children confidently move in a variety of ways. They mount stairs and climb equipment competently, using alternative feet. Children have a good understanding of practices which contribute to their health. For example, one child explains how they must wash their hands after touching an animal. Children show increasing control when using a range of equipment and construct using large cartons and tubes. However, they do not regularly practice safety measures when using tools, due to limited access.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children regularly explore colour and texture and work creatively on a large and small scale. They respond well to what they see, hear and touch and confidently express their own ideas. For example, one child takes part in an adult-led activity printing with leaves. Seeing the print left by the leaf she uses her fingers and then her hand, to change the pattern. Eventually she takes another leaf and prints that on the top. Children play well together engaged in the same theme in their role-play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase children's access to tools to develop their knowledge of using them with control and safety.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*