



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 302858

DfES Number: 518525

### INSPECTION DETAILS

Inspection Date 05/02/2004  
Inspector Name Sarah, Louise Gilpin

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Silkstone Playgroup  
Setting Address Old Town School  
High Street, Silkstone  
Barnsley  
South Yorkshire  
S75 4LR

### REGISTERED PROVIDER DETAILS

Name The Committee of Silkstone Pre- School Playgroup Ltd  
4540155 700333

### ORGANISATION DETAILS

Name Silkstone Pre- School Playgroup Ltd  
Address Old School House  
High Street, Silkstone  
Barnsley  
South Yorkshire  
S75 4LR

## 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

Silkstone Pre-school Playgroup Ltd was established in 1977. The playgroup operates from a single storey building in the grounds of Silkstone Primary School. The group serves the local and rural communities.

There are currently 77 children on roll. This includes 30 funded four-year-olds and 37 funded three year olds. The children attend for a variety of sessions. The group supports children with special educational needs and there is provision for children who speak English as an additional language.

The play group is open five days each week during school term time. Sessions are from 8.50 to 11.30 am and 12.40 to 3.15 pm.

There are seven staff who work directly with the children, five staff hold relevant childcare qualifications and two staff are working towards an appropriate NVQ. The playgroup is a member of the Pre-School Learning Alliance (PLA) and receives support from a teacher from the local Early years Development and Childcare partnership. The group is currently working towards quality assurance accreditations through the PLA.

### How good is the Day Care?

Silkstone Pre-School Playgroup Ltd provides good quality care for children.

Children are cared for in a warm and welcoming environment that is well organised to ensure they can access equipment and resources easily. There are sufficient qualified staff that work directly with the children and who are supported well by the committed manager. Priority is given to keeping children safe. The policies and procedures are successfully implemented, however on occasion some lack sufficient detail.

There is a range of good quality toys and equipment available for children aged from two to five years. The planning of activities for the children including those with

special educational needs, is closely linked to the stepping stones and helps children to make generally good progress in their learning. The implementation of the birth to three matters provides a more structured approach to caring for children under three years. Staff interact well with all children and appropriately support their needs. Children's behaviour is managed well through positive reinforcement and a consistent approach.

There is a successful partnership with parents. They receive good quality information about the setting and regular written reports from the staff regarding their children's progress. The children are cared for according to their parents wishes.

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

At the previous inspection the playgroup was required to provide parents with a complaints procedure. There is now a suitable policy in place which is displayed for parents, however the procedures include some details of the previous local authority instead of Ofsted. A recommendation has been made to address this.

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

- Overall the good quality documentation is well organised and made readily available to parents.
- There is carefully selected equipment and resources that are organised well, sorted by type and stored in colour coded boxes.
- Staff work hard to provide suitable care and education for all children, through careful planning, which is supported by the birth to three matters and the early learning goals.
- The effective partnership with parents ensures that relevant information about the children is exchanged readily.

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

- the detail on some policies
- the records kept about visitors

#### **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
2	ensure that the details of all visitors are recorded
12	make sure the written statement that provides details of the procedure to be followed should parents have a complaint, has clear information about the regulator
13	ensure that the child protection procedure for the playgroup includes details of how allegations made against staff will be dealt with

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

### How effective is the nursery education?

The Silkstone Pre-School Playgroup Ltd provides a stimulating environment for children and as a result they make generally good progress towards the early learning goals. In their personal, social and emotional development, communication, language and literacy, physical development and in knowledge and understanding of the world, children make very good progress. In mathematical and creative development children's progress is generally good.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals. They use the environment and resources effectively to ensure children are engaged in a broad range of activities. They build warm and supportive relationships with the children which leads children to be secure and confident. Staff complete comprehensive assessments which clearly demonstrate children's progress and development. However, staff do miss opportunities to extend some areas of the curriculum and to support the growing independence of the older and more able children.

The leadership and management of the playgroup is generally good. There is a strong and effective manager who supports staff in the care of the children. She successfully uses the appraisals of staff to inform their training and development needs. The manager understands what the setting does well and is committed to the continual improvement of the provision. The monitoring of the planning for children is satisfactory, however could be used to further develop the curriculum for the older children.

The partnership with parents is very good. They are kept very well informed about the setting and the plans for children are easily accessible. The regular newsletter ensures parents are kept up to date with changes in the provision. Parents are asked to provide relevant information about their children which assists the staff in meeting the children's needs.

### What is being done well?

- Children are helped to make very good progress in four areas of learning and generally good progress in the remaining two
- Children are confident, articulated and settled
- There is an appropriate commitment to working closely with parents and to include them in their children's learning
- The resources and environment are of a high standard
- Leadership is generally strong and regular training opportunities support the already committed staff team

**What needs to be improved?**

- Children's progress in some aspects of mathematical and creative development
- The range of activities provided that promote children's growing independence

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

The introduction of a matrix system supports the planning and means that the early learning goals are more clearly identified.

The teaching of the children is of a generally good standard and with successful adult support children are progressing well towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are beginning to build positive relationships with staff and the older children are developing friendships with their peers. They can concentrate well for short periods of time especially when engaged in self chosen tasks and activities. Children are well settled, interested in their surroundings and others around them. They manage their own clothing and personal hygiene with increasing ease.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show an increasing confidence when using mark making tools, the older and more able children can accurately form the letters of their name. They use a growing vocabulary to successfully communicate with staff and their peers. Children effectively talk and their experiences to extend their role-play activities. They show a keen interest in books and the four-year-old children can accurately predict events and correctly sequence events.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate an interest in numbers and the more able children can count accurately to ten plus. They show an increasing awareness of shape and use simple mathematical language to describe size. On occasion the older and more able children are offered insufficient opportunities to develop skills in some aspects such as simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show great interest in information technology and many are competent when using the available tools to complete programmes. They talk freely about past events and use their experiences to extend their play. Children are very interested in living creatures and demonstrate an understanding of how to care for them.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a sound understanding of healthy practices such as exercise and healthy eating. They move with growing confidence, can hop, skip and move quickly and safely around their peers. Children competently handle tools such as scissors, pencils and pens.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are beginning to express themselves through various creative activities. They successfully use their own experiences and thematic input to extend their enjoyment of role-play activities. Children take pleasure when engaging in a range of music and movement activities and demonstrate growing rhythm when playing musical instruments. However they are provided with limited opportunities to develop their individual creativity.

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



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- Improve planning to ensure that all aspects of mathematical and creative development are covered and the learning intention is clear.
- Provide the older and more able children with frequent planned opportunities to further develop their independence skills.

*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.*