

# Silsoe Pre-school

Silsoe Lower School, High Street, SILSOE, Bedfordshire, MK45 4ES

## Inspection date

25/06/2013

Previous inspection date

06/02/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The pre-school forms very good links with parents to share information about children's learning. Consequently, children experience continuity as parents are able to guide their learning at home.
- Children experience a range of child-initiated and adult-led activities. This prepares them well for school as they begin to read and write simple words.
- Children eat their lunch together as a group along with staff, which helps them to understand that mealtimes are sociable occasions.
- Thorough induction and a consistent group of bank staff help to ensure that all those who work with children are safe to do so and equipped for their role.

### It is not yet outstanding because

- At times children cannot independently take steps to care of themselves, such as by using aprons and towels when playing with water activities. This is because these are not always available.
- There is opportunity to extend children's thinking by providing real life items in their role play; for example, water sprays when they use cloths and sponges to wash the windows.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's learning activities in the main room and garden.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

## Inspector

Hayley Marshall

## Full Report

### Information about the setting

Silsoe Pre-school is managed by a voluntary committee. It opened approximately 45 years ago and operates from a classroom within Silsoe Lower School. The pre-school is open each weekday during term time and sessions are from 9am to 12 noon and from 12 noon to 3.15pm. Children come from the local and surrounding community.

There are currently 44 children on roll. Some two-, three- and four-year-old children are funded for free early education. Children attend for a variety of sessions. All children have access to an enclosed outdoor play area.

The setting employs seven staff that work directly with children. The manager holds a relevant level 4 qualification in childcare, one member of staff holds a relevant level 3 qualification and two staff hold a relevant level 2 qualification. There are two members of bank staff employed to cover staff absences. The pre-school employs an administrator. The setting is registered on the Early Years Register.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- encourage children's independence further by providing them with opportunities to take care of themselves, such as using aprons to protect their clothes and towels to use after water play
- foster children's sensory and explorative impulses further by providing a range of household and real life items in their role play ; for example, real water sprays as they wash windows

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children play in a bright and colourful environment where they can make choices about what they do. A good balance of adult-led and child-initiated activities engages children. Staff support children's mathematical development by playing counting games. Children roll dice and find the ladybird card with matching spots. Children enjoy rolling the dice and taking turns to count their spots out loud. Children freely come and go at the activity as their interest wanes. Staff encourage children to practise writing by providing ample opportunities to do this. In the garden children use large chalks to write their name and

draw pictures. While children wait to use the computer, they write their names on a white board to form a list. These important skills and good attitudes towards learning equip children well in their readiness for school.

Children use technology confidently as they explain how to work the programme and restart it for the next person's go. Children enjoy role play as they make believe cooking. They find cloths and sponges and use these to pretend to clean the windows and walls. However, there is scope to build upon this aspect of children's play and interest by providing real life resources during these times.

Children talk to each other as they negotiate rules for their play. They commentate in storylines as their play unfolds. This shows that children are capable communicators who express their ideas through talking. Children learn about the rules of conversation as staff encourage them to listen to each other. Children are keen to share their ideas and bring items in to show the rest of the group and talk about. This helps children to feel confident in speaking within a group. Staff praise children and ask them questions about their home life and their interests. This helps children to understand that they are important and what they have to say is of value. Consequently, children display high levels of self-esteem.

Staff are very familiar with the children in their key group. They observe children at play and make accurate assessments of their development. This helps staff to plan for their next steps in learning and provide them with effective challenge. The information parents share helps staff to identify children's starting points and, therefore, progress is measurable. Regular sharing of children's learning in summaries each term helps parents to continue their children's learning at home. Furthermore, the information parents share is built upon by staff within the pre-school. Parents access the pre-school website to find out the themes that interest children each week. A daily notice board shares children's interests and achievements helping all parents to know what activities children engage in.

Children have a wide range of opportunities to develop their physical skills. They use tools, such as hole punches and scissors, as they create pictures. Children further develop the small muscles in their hands by threading beads onto doll's hair. In the garden children climb, balance and run around with excitement. They play group games of hide and seek and climb onto the wooden ship, jumping off safely.

### **The contribution of the early years provision to the well-being of children**

Children learn about how to keep themselves safe because staff allow them to take small risks. For example, in the garden children climb on the wooden boat and jump off as they play imaginatively. Children understand that they need to wear a hat to protect them from the sun and find one before they go outside.

Children settle well at the pre-school and separate from parents happily at the beginning of each session. This is because they form close relationships with pre-school staff and seek them out to share ideas or their concerns. Staff prepare children for their move into school. Children share their outside space with the foundation class of the attached school. This helps them to become familiar with those who will teach them when they

move onto full-time education. Teachers attend the pre-school to meet children, and foundation stage children and pre-school children go on teddy bear picnics together each year. The close links the pre-school form with the school help children to experience a seamless move into school. Staff work together with parents to support children to achieve important milestones, such as potty training. The consistent approach ensures children have the best opportunities to be successful.

Children learn about how to behave and put into place ways to ensure sharing and turn taking is fair. For example, children use egg timers and list their names to decide when it is their turn to use the computer. As children manage these measures for themselves, they understand them fully and comply readily. Children show consideration and respect for each other and staff. At mealtimes staff and children sit together while eating. This is a sociable occasion where each child has opportunity to talk. Staff encourage children to eat their sandwiches first, helping them to understand that some foods are a treat. Children learn about the food they eat as staff talk about what is inside their lunchbox and children discuss what they do and do not like to eat.

Children are beginning to become independent. They use the toilet by themselves and wash their hands in readiness for eating. Children dress themselves with dressing-up clothes, learning how to do up buttons and put on shoes. However, children do not always have opportunity to test out these skills when they play with water. This is because there are no aprons to protect their clothes from getting wet and a towel is not always readily available to dry their hands afterwards.

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

Staff keep children safe by maintaining high levels of supervision, while allowing them to explore the environment. Risk assessments help staff to identify any potential hazards and staff check the suitability of new equipment. All visitors sign in and out to help staff to be aware who is on site. The exterior gate is kept locked to keep children secure at all times. There is a robust procedure in place for inducting new staff. Thorough checks take place before they commence work with children to ensure that they are suitable to do so. The pre-school has a bank of support staff who cover at short notice for staff absence. This provides children with familiar staff who they know and ensures that the staff team are clearly aware of their roles. Safeguarding policies and procedures support staff's good awareness of child protection issues and how to report any concerns they might have.

The pre-school has undergone a period of recent change with the development of a new residential site in the village. This has led to an increase in children's attendance and the need to recruit new staff. The staff and committee respond to these changes by evaluating the position of the pre-school and investing in new resources to meet the growing demand. Self-evaluation seeks the views of children, parents and staff. Therefore, it identifies strengths and weaknesses that are reflective of all those who use the pre-school. The pre-school responds to the weaker areas by finding new ways of working, such as communicating, with parents and the organisation of parents dropping children off each session. Recommendations from the previous inspection have been fully addressed.

This shows that the pre-school has a very good capacity to maintain further improvements in the quality of care for children.

Staff's secure understanding of how children develop means that children's records chart their progress accurately. Staff observe children to find out about their interests and build upon these. Staff identify where children's strengths are and ensure they experience, challenge and opportunities to extend upon what they can already do. The pre-school uses their accurate assessments of children's development to complete the progress check for children aged two. This gives parents further information about what children can do, to share with other professionals if they choose. Staff are aware of how to work with others should the need arise and welcome support from the local authority.

Parents are highly involved in decision making at the pre-school. This is because there is a strong and multi-skilled parent committee who have enthusiasm and dedication to maintain the pre-school's ongoing success. Parents have multiple ways to become involved in pre-school's life and, consequently, children benefit, as a result of this close working.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	219295
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	871254
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Silsoe Pre School Committee
<b>Date of previous inspection</b>	06/02/2009
<b>Telephone number</b>	01525 862470

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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