

Silkstone Playgroup

Old Town School, High Street, Silkstone, BARNSELY, South Yorkshire, S75 4LR

Inspection date	21/11/2013
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good because all the well-qualified staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, all children, including those with English as an additional language, make rapid progress given their starting points and capabilities.
- Children are well-safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and robust risk assessment ensure the premises are kept secure.
- The leadership team in particular, the manager, communicates high expectations to the staff ensuring that they are well-qualified or working towards a qualification.
- The partnerships formed with parents and the local schools are very good. As a result, children's transitions and individual needs are managed effectively through a shared approach to their ongoing learning and development.

It is not yet outstanding because

- Highly successfully strategies have not been fully developed to engage all parents in their children's learning. As a consequence, their knowledge of their child is not always been used effectively to enhance the planning for future learning.
- In the stimulating and welcoming outdoor area not all the resources are accessible to the children; therefore, the children's independence is not always fully promoted.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the playroom and the outdoor area.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector checked evidence of staff suitability, training certificates, policies, safeguarding procedures and the playgroup's self-evaluation form.
- The inspector undertook a joint observation with the manager.

Inspector

Ruth Hudson

Full report

Information about the setting

Silkstone Playgroup opened in 1977 and is managed by a voluntary management committee. It operates from a single storey building adjacent to Silkstone Primary School and serves the local and rural communities. The playgroup has access to a large hall with office, toilets, kitchen and storage space. There is an outdoor play area available to the children and use of the school playground.

The playgroup is on the Early Years Register and the compulsory part of the Childcare Register. There are currently 40 children on roll in the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language. The playgroup is open five days a week from 7.30am to 6pm.

The playgroup employs five members of childcare staff. Of these; four hold early years qualifications and two at level 4 and two at level 5. The playgroup receives support from the local authority early years consultants and the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend strategies to encourage all parents to engage in their children's learning making even greater use their knowledge of their child to further enrich planning for children's learning

- enhance the accessibility of resources in the outdoor area to further support children's growing independence so they can make choices about their play.

Inspection judgements

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

Staff develop good relationship with parents collecting initial information about the child. This is used in conjunction with observations made by the staff to establish starting points for each child. Staff complete regular observations on the children enabling them to assess and track children progress. This enables them to clearly identify the children's next steps, to inform the planning and ensure that the activities and resources meet the needs of all the children and support them to make good progress. This information is stored in the children's individual files and provides a clear picture of the children's learning to both parents and staff. However, there is scope to extend these opportunities in order to enrich planning for children's learning. All the staff have high expectations of the children in their

care. They use their knowledge of the children well, to plan and deliver challenging activities. For example, in a den building activity outside, staff ask children to plan the den and then to work out for themselves how to attach the sides. They support them to try out their ideas, challenging them to solve problems when their first attempts are unsuccessful. All the children involved were happy, confident and motivated to have a go and enjoyed the experience of playing and exploring.

Children are encouraged to communicate confidently individually and in groups, including children with English as an additional language. The quality of the adult interactions is of a very high standard, with very good use of open-ended questions using the opportunities to expand on the children interests and experiences. For instance, during the welcome session one child talked about their birthday the previous day. This led to a discussion with other children recalling what they had got for their birthday. They happily joined in taking turns to speak and listening carefully to others. Staff successfully engage the children as they complete the weather board. They confidently work out the day of the week, the date, month and season and this was followed by a discussion about the weather. Skilful questioning ensured that all the children were involved in the activity and they were able to recognise numerals up to 10 with some of the older children able to recognise the numerals up to 30.

All children have good opportunities for early writing both indoors and outside where a range of resources, such as, paints crayons and chinks were available throughout the session. Books were readily available throughout the session, which children enjoy looking at. All children are provided with good opportunities to promote their physical development with a range of resources indoors and outdoors. The children skilfully use bikes to negotiate the outdoor space and through, and enjoy jumping from the mushrooms and throwing a ball. The children also have the opportunity to explore dance weekly with the local dance teacher. The high quality of teaching from the well-qualified staff ensures that all the children are making good progress and are ready to engage in their future learning including school.

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

The children are well-settled at the playgroup and they have made secure attachments to their key person. Staff have an excellent knowledge of the children and work hard to develop good relationships with parents. They understand the importance of implementing strong arrangements for settling children. So they take time to settle children into playgroup with the key person spending a good deal of time observing and getting to know the child and their parents. This enables the children to form a strong attachment form with their key person and means that they are highly motivated and keen to learn. The older children are well-prepared for school as the staff encourage them to be independent. For example, preparing the snack, selecting own resources putting on their own coats. This is further supported by the playgroup's very good links with the local schools.

A daily snack is provided from a weekly snack menu, which is shared with parents and any children with allergies are catered for. A file containing a photograph of the child and a detailed list of their allergies is kept in the kitchen area for staff to refer to ensuring they

are not exposed to any allergens. Staff and children adopt effective hygiene practices to prevent the spread of infection. Snacks included fresh fruit and toast or bread sticks and a choice of drinks. Children were able to select their own snack and choose their drink the older children poured their own drink while the younger children were supported to do this. This contributed to the good health and well-being of the children. Staff provide excellent role models good behaviour and they provide clear guidance to the children so they know what is expected of them and they learn how to keep safe. This means that their behaviour is of a very high standard and they are able to engage in the activities provided and have a clear understanding of what is expected of them. For example, when the children prepare to go outside at the beginning of the session they put on their coats and waited by the open door for adult before going outside.

The learning environment is well-organised. The main hall set out in areas divided by shelving and child-accessible storage. This meets the needs of the very young children as staff have found that they prefer smaller targeted areas. These areas included a quiet area for the children to relax in with books and cushions. All the resources indoors were accessible to children; however, in the outdoor area some of the resources were less accessible, which means children cannot always make choices about their play.

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

The very good monitoring of the educational programme ensures that the children are making good progress and that the planning meets the needs of all the children. The characteristics of effective learning and teaching support their approach recent changes to their planning shows this. Internal moderation has recently been introduced to further enhance this process. Staff have a very good relationship the families of the children using their service and are working hard to enhance this. The playgroup is run by a committee and the committee including the parent's representatives, staff, the manager and other partners were all involved in writing the playgroup's self-evaluation. This provided an opportunity for all those involved to reflect and identify areas for improvement.

The manager and staff have a very good understanding of safeguarding and welfare requirements. Children are safeguarded because all the staff have a very good understanding of what to do if they are concerned about a child. This is because they have completed the local authorities advance safeguarding training. Staff monitor the door at the beginning of the session all visitors are checked and are required to sign in. Once the session has begun the door is locked and any visitors then need to ring to bell. Closed circuit television is set up so that the staff can monitor who has access to the premises. This ensures that an accurate record is maintained of everyone coming in and out of the playgroup. Detailed risk assessments, policies and procedure are reviewed regularly, to ensure that they reflect the current guidelines and practices.

Highly effective systems are in place for recruitment. All relevant checks are made to assess suitability and any new staff or students on placement receive a full induction. This means that staff are suitable and well-qualified or are working towards a qualification. They are motivated to provide a very

good service to the children and families attending the playgroup. Staff development is monitored by a yearly appraisal and followed by a six-monthly review, which means that they are well-supported and able to access training when required. There are good links with external agencies, including local schools and health professionals to ensure children's needs are fully met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	302858
Local authority	Barnsley
Inspection number	867416
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	40
Name of provider	Silkstone Pre- School Playgroup Ltd
Date of previous inspection	18/11/2008
Telephone number	01226 792294

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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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