

Silverton Pre School Playgroup [at Hall]

The Evangelical Hall, School Road, Silverton, Exeter, Devon, EX5 4JH

Inspection date	09/09/2013
Previous inspection date	08/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children relate well to the staff and appear happy and engaged in the pre school.
- Staff make use of spontaneous events to support and extend children's learning.
- Staff have developed positive systems to work with parents and other professionals involved in children's care and learning.
- Parents are happy with the provision and report that their children are happy to attend. They have found the staff to be very welcoming and helpful.

It is not yet good because

- Staff do not always implement good safeguarding practices to promote children's welfare at all times.
- The staff do not use the environment effectively to provide resources and activities that are stimulating, challenging and interesting to cover all areas of learning.
- There is a lack of labelling on resources to enable children to identify where things belong and to support their literacy skills.
- Staff do not make good use of resources they have to teach children to learn to listen and respond during regular story times.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the setting and in the outdoor environment. The inspector observed child supervision and staff ratios.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the manager, deputy manager and staff of the pre-school playgroup and the after school provision.
- The inspector looked at a representative range of relevant documentation. This included samples of children's learning records, activity plans and staff development records.
- The inspector looked at a range of policies and procedures including the complaints policy, procedure and record book. The inspector looked at the risk assessments and safeguarding policy, procedure and practice.

Inspector

Marie Bain

Full Report

Information about the setting

Silverton Pre school Playgroup has been operating since the 1960's and the After School Club opened in 2002. They are both managed by a voluntary parents' committee. The groups operate from the Evangelical Church Hall in the Devon village of Silverton, near Exeter. The setting has sole use of the hall during session times and it consists of a large room with a smaller room leading off from one side. The children have access to an enclosed garden with both grassed and patio areas with an awning, and a further enclosed climbing frame area with safety flooring.

The pre school serves the local community and the after school club serves Silverton Primary School. The Pre-School is open Monday through to Thursday from 9.15am to 3.15pm. The After School Club is open Monday through to Thursday from 3.15pm to 6pm. Staff collect the children from Silverton Primary School.

The pre school and after school club are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children aged from two to under five years on roll. The pre school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The pre school currently supports a number of children with special education needs and/or disabilities. There are two children on roll aged under eight years in the after school club. The club is also open to children up to the age of 11 years.

The Pre-School employs 8 staff to work with the children and one administrator. Of these five are qualified at level 3, the manager is qualified to level 5, one member of staff is working towards their level 3, and one staff member is unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- create an environment which is stimulating, attractive, and enables children to see and access interesting resources and activities to encourage their awareness and abilities in each area of learning
- ensure that all staff clearly understand their role and responsibilities regarding safeguarding to make sure children are cared for on the registered premises and are safe at all times.

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

- help children develop logic and reasoning, for example by labelling resources to enable them to identify where things belong, and to help them learn that words carry meaning
- encourage children to listen and respond when reading from a story book together, for example by making more use of props during regular story times.

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

The children are secure, well cared for and engage in enjoyable activities during their time at pre school. Warm relationships with each other and familiar staff are evident. The children show confidence and demonstrate their language skills as they chatter happily with adults and their friends. Staff respond to the children's interests and value spontaneous learning situations. For example, children wanted to emulate cars banger racing so the staff facilitated this by providing extra cars and talking to the children about what happens. This activity was extended further using the hand-held computer to further support children's learning. Children develop a sense of belonging within the pre school, where they establish friendships and learn to be part of a social group. Personal, social and emotional development is enhanced as the staff respond warmly to the young children's individual needs. For example, they cuddle toddlers when the children take a little time to settle on their first day by talking softly and reassuringly to them.

Staff spend time talking and actively playing with the children and join in children's games when this is appropriate. Staff and children enjoy each other's company and the children are happy and settled. The pre school has regular story, rhyme and singing times at each session, and books both factual and fictional are always available to support children's literacy skills. In the toddler and pre school rooms staff read to the children all together. However, some children are not encouraged to listen and respond when reading from a

story book together and staff do not make effective use of puppets, and soft toys as props during regular story times because they are stored in the shed and not freely accessible. Children are encouraged to make marks using a variety of tools and equipment including paintbrushes and pens, from the writing trolley. The displays of their art work around the room show they have enjoyed exploring different textured materials to recreate their fun at the beach and aspects of a story about the food a hungry caterpillar eats. Children's creativity and imagination is promoted in a range of ways, such as when they engage in make-believe play in a role play area, using the doll's house and the small world toys.

Children in the early years age range who attend the after school club engage in a range of activities, that encourage them to verbally express their ideas, use mathematical concepts, develop understanding of the world, be creative and use their physical skills. For example, they take part in cooking activities and make pizza with different toppings and leek and potato soup. They took the soup to the soup kitchen in Exeter for homeless people, which helped them learn more about their local community. The children love making dens both indoors and outside. Staff black out the hall so that the children can play spies and creep around with the torches making light shapes in the dark. Children at the pre school and after school club have plenty of opportunities to develop their physical skills and benefit from regular fresh air and exercise. They have great fun playing chase, parachute games, table football, and table tennis. The younger children really enjoy using the climbing frame and slide in the adventure play area in the garden.

Parents are involved in the initial assessment of their child when they start at the pre school. They receive information about how the pre school promotes children's learning and regular updates about their child's progress. Key workers identify and plan next steps for their group of children and focus activities are evaluated to identify areas to develop further to extend children's learning. Staff take a flexible approach regarding planning to incorporate topics and the interests of the children. Routines include a balance of child-initiated and adult-directed play. Planning demonstrates that, overall, staff deliver a broad and balanced curriculum to the children. Clear systems are in place to track children's progress towards the early learning goals. The children's learning journals contain staff's observations both in written and photographic format to show the children's progression. A suitable progress check is made when children are aged two years and this is shared with parents so they are aware of the progress their children are making.

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

The staff team deploy themselves appropriately so they can support and supervise children. Children are very settled and comfortable in the pre school and develop friendly, trusting relationships with their key person. Children often approach staff to talk about events at home and to ask for equipment. This shows children feel safe and secure. Staff help children get to know each other through routines and while sharing news at group time. Staff are positive role models. They are calm, patient and consistent in their expectations and responses to children's behaviour. Consequently, children behave well and some show skills in working collaboratively as they take turns to share the buckets and starfish shapes in the sand tray. Children are encouraged to use strategies to negotiate

and resolve situations for themselves for example, by putting one hand up in a 'stop' sign and saying to the other child 'stop, I don't like it'. Children are learning the importance of keeping themselves safe through daily routines and specific planned activities. This is because staff teach them the rules of the pre school so that they learn to use the equipment properly and respect each other. Children's knowledge and understanding about keeping themselves safe is promoted further during walks when the children are supported through practical opportunities to learn about road safety and to cross safely. Children are keen to help to pack away and the 'tidy up' song alerts them of when it is time to do so. This helps children to develop independence, awareness of the importance of looking after the resources and to maintain a safe environment.

Children are beginning to show sound levels of independence in managing their own personal care. They are adept at helping themselves to a drink when they are thirsty. They know that they must wash their hands to ensure cleanliness after using the toilet, before snack time and before eating packed lunches. Children carry their plates and lunch bags, choose healthy food for snacks, and sit together sociably. This helps promote good future eating habits. At snack time staff incorporate simple mathematical awareness by putting numerical and pictorial signs showing children how many pieces of each snack they may have. For example one biscuit, two pieces of apple and three grapes. Children lead a healthy lifestyle as they engage in lots of physical play activities. They enjoy free-flow access to outdoor play each session, which helps them develop positive attitudes to exercise and fresh air. Appropriate procedures are in place for the administration of medication and the recording of accidents and children's dietary needs and any allergies to support their welfare.

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

Most staff demonstrate a sound understanding of their role in ensuring the pre school meets the safeguarding and welfare requirements. They show awareness of the signs and symptoms which would give them concern about a child's well-being and the action they must take to help keep them safe. Clear safeguarding and complaints policies are in place and freely available for parents to see, enabling them to understand the pre school's role in reporting concerns.

The inspection took place because the provider notified Ofsted about a safeguarding incident that took place at the after school club. This related to an incident when a child was taken by two staff on an outing to a member of staff's home, rather than caring for the child on the registered premises. The provider followed relevant safeguarding reporting procedures and external agencies took no further action. The provider carried out an investigation of the incident. They subsequently began revising and improving their safeguarding policies and procedures. This is to ensure that staff only care for children on the registered premises to meet the children's needs and the requirements of the Statutory Framework for the Early Years Foundation Stage. This inspection has found that, since the start of the new term, the management has begun to implement new procedures to make sure staff understand their role and responsibilities regarding

safeguarding and the care of children, though these are currently not fully embedded into practice. Policies and procedures have been reviewed and improved to clarify how the pre school safeguards children at all times. The pre school has also implemented a new procedure to log all telephone conversations with parents regarding the care of their children, as part of their partnership working practices and to make sure they care for children in line with parents' wishes.

The pre school is compliant with the staff to child ratios and qualification requirements of the Statutory Framework for the Early Years Foundation Stage. The pre school regularly undertakes appropriate risk assessments and adapts them to meet the developing abilities of the children. Regular fire drills help to ensure all adults and children can evacuate the building swiftly in an emergency. The premises are secure and children are always supervised closely in the garden to promote their safety. Clear employment and vetting procedures and induction programmes are carried out to make certain all staff are suitable to work with children. Staff show enthusiasm and dedication towards driving improvement and outcomes for all children in their care. Whenever possible, staff undertake further training. The staff have successfully evaluated their practice and provision of care. They are motivated to secure their improvement and enhance children's development. They understand their strengths and have clear priorities for the future. This demonstrates a commitment to maintain and improve standards of care and education that will benefit the children.

Some staff demonstrate a sound understanding of the learning and development requirements. The pre school is spacious, light and clean, providing an attractive environment for children's play and learning. However, the learning environment and general layout of the room does not fully facilitate or stimulate children's independent learning in an interesting way. The variety of toys and equipment are suitable but not always displayed attractively to enable children to select items. In addition, they are not sufficiently organised to enable staff and children to make effective use of the many learning opportunities which are available throughout the day. Consequently, this does not create a learning environment where young children's natural curiosity is encouraged or their skills utilised consistently. Furthermore, there is a lack of labelling with pictures or shapes of objects on resources. This is to enable children to identify where things belong and to help them learn that words carry meaning.

Information is shared with parents and carers in a variety of ways, including daily discussions, notice boards, communication books and children's learning journeys. These help to promote continuity of care for children. Parents receive regular newsletters which inform them of events, activities and how they can participate to encourage their child's learning. Their opinions are valued and used to develop the service offered. Parents speak highly of the quality information they receive about their children's activities and the warm welcome they and their children receive each day. They feel their children are always happy to attend and benefit from their experiences. Supportive partnerships with children's key workers and the wider staff team contribute to close working relationships. The pre school has a good relationship with the local primary school. They hold regular meetings with the reception class teacher to promote positive transitions to school and ensure children have opportunities to visit and talk about what happens at school before they start. Staff establish suitable links and work positively with outside agencies to

support children who may have additional needs. For example health visitors and Honeylands Specialist Child Assessment Centre. The pre school supports and promotes equality and inclusion and it is accessible to all. The pre school celebrates various festivals and cultures that are applicable to them throughout the year which promotes their knowledge and understanding of themselves, others, where they live, and the wider world.

The Childcare Register

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

The requirements for the voluntary 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	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

Unique reference number	105904
Local authority	Devon
Inspection number	930796
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	36
Name of provider	Silverton Pre School Playgroup Committee
Date of previous inspection	08/06/2010
Telephone number	01392 861353

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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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