

# Silverbells Pre School

Russells Hall Neighbourhood Centre, Overfield Road, DUDLEY, West Midlands, DY1 2NX

## Inspection date

31/01/2014

Previous inspection date

10/03/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Children's needs are not met because the provider has failed to meet the legal requirements of the Early Years Foundation Stage. Recruitment procedures of staff are not robust to check suitability and staff do not receive line management to enable their practice to be monitored.
- Children are not effectively safeguarded because knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is poor and as a result, safeguarding practice is weak.
- Children's well-being and good health is not guaranteed because staff do not use appropriate behaviour management strategies, information about children's medical needs is not considered and assessments of risks are not rigorous to ensure children's safety at all times.
- Partnerships with parents and other providers are not developed which means there is limited information shared regarding children's learning and progress. This does not promote consistency for children.
- Activities provided do not always take into account the individual needs, interests and stage of development of each child to ensure that all children make good progress. The progress check at age two has not been carried out to assess children's progress.

### It has the following strengths

- Staff are friendly and the setting has a variety of resources that children play with.

## 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 toured all areas used by children and observed children indoors and outdoors during the inspection.
- The inspector carried out a joint observation of a circle time activity with the manager.
- The inspector took account of the views of the parents, carers and children.
- The inspector viewed children's records and the setting's policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff working with the children.
- The inspector spoke to the manager and staff of the setting during the inspection.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

Silverbells Pre-school opened in 2001. There was a change in the registered provider in 2004. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is committee-run and operates from two rooms in the Russell's Hall Neighbourhood Centre in Dudley. The setting is open five days a week during school term times. Sessions run from 9am until to 12 noon. All children share access to an outdoor play area. There are currently 29 children in the early years age group on roll and children attend for a variety of sessions. The setting employs six members of staff who work with the children, all of whom have appropriate level 3 early years qualifications. The setting receives support from the local authority.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

Ofsted has issued the provider with a welfare requirements notice requiring the provider to:

ensure effective systems are in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises) are suitable to do so, this includes submitting the relevant EY2 forms to Ofsted to allow suitability checks to be carried out on the committee

ensure that the named person who has the designated lead responsibility for safeguarding has the required knowledge and understanding to undertake this role, including the procedures to be followed if an allegation is made against a member of staff

ensure that robust risk assessments are carried out to identify risks within the environment, including areas such as the children's toilets that require close monitoring and/or high levels of staff supervision to minimise risks to children

implement policies and procedures for administering medicines. This must include obtaining up to date information about children's medical needs and ensuring all children's health needs are known by staff to provide appropriate care and assistance when required.

It is an offence not to comply with a welfare requirement notice.

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

- ensure all adults working with children are subject to rigorous recruitment procedures to confirm their suitability to work with children and families
- implement a system of line management and supervision of all staff, including the manager, to ensure that any persons working with children and families are effectively supported to do so, and to monitor the impact of staff practice on children's progress
- deploy staff effectively to implement appropriate behaviour management strategies that give clear guidance to children to help them to learn about what is acceptable behaviour and ensure children's safety
- establish a two-way flow of information between parents and other providers, including local schools, to regularly share information about children's learning and development, and to assist with their transitions and promote continuity

- improve the planning of learning experiences and teaching of children by taking into account the individual needs, interests and stage of development of each child to ensure that all children make good progress
- ensure routine assessment, such as the progress check at age two, is used to identify children's strengths and where progress is less than expected. Provide parents with a short written summary of their children's development in the prime areas of learning.
- ensure all staff understand the safeguarding policy and procedures and ensure that staff have up to date knowledge of safeguarding issues.

## Inspection judgements

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

The committee and management of the setting have not ensured that the requirements of the Statutory framework for the Early Years Foundation Stage are met. As a result, there are areas of weakness specifically linked to learning and development. Although a range of activities are provided, effective teaching does not consistently take place. Staff do not have an in-depth knowledge and understanding of how children learn and they are not skilled at identifying children's specific next steps for learning. Activities provided do not always take into account the individual needs, interests and stage of development of each child to ensure that all children make good progress. Limited planning of experiences occurs and this does not adequately take into account children's different learning styles or individual needs. Information gathered about children to support planning is not used effectively to provide staff with meaningful information to support their teaching. Defined areas are set up for children to play in, but planning of interesting and challenging activities in these areas is not always evident. For example, planning states 'office equipment' but has limited further explanation for why this activity has been set up or what the learning objectives are. As a result, children lose interest in the area quickly and learning opportunities are missed because resources provided are not interesting or challenging to children. Some staff play with children during periods of the day but adult and child interactions tend to be adults giving children instructions about what they cannot do. Staff do not focus enough on how to teach children new skills. This limits children's progress in their learning and development.

The key person system has not been fully developed to ensure that important information about children's learning and development is shared with parents and carers. This does not promote consistency for children or ensure that parents and carers are informed about their child's progress. Children only spend a short period of time in a small group with their key person at the end of the session. During this time the quality of interactions between adults and children is poor because the volume of noise in the room is high. This is because each key group is doing something different and what they are doing impacts

on those in other groups. For example, two groups are singing different songs, one group is having a story read out loud and another group have been asked to do a writing activity. The noise level in the room is then increased further when an alarm used to remind staff about checking the toilets sounds and no-one switches it off. As a result, staff need to shout to children to be heard and children are distracted and unable to focus on what is asked of them. This does not provide the right environment to support learning. The progress check at age two has not been undertaken to review children's progress between the ages of two and three years to identify strengths and any areas where a child's progress is less than expected. Summative statement sheets for some children have been completed but these have not been routinely shared with parents and carers. Children's next steps for their learning are not consistently recorded on summative sheets or in all children's learning journey files. Next steps that have been identified do not effectively take into account children's individual progress or learning styles because they rely too heavily on pre-written statements. There is little evidence to support how these assessments are used to plan appropriate educational programmes for children. As a result, staff are not able to identify which children might need additional support to ensure that all children get the help that they need. Observations of children are carried out by staff but these are not always used to inform the future planning of activities to promote children's learning and development.

Children move freely around the setting for most of the session and opportunities to spend time as part of a group are limited. The environment has been divided to create some interesting areas for children to play in. A variety of toys and equipment are provided and a range of interesting displays are used to define the different types of areas. For example, in the literacy area there are a selection of displays that show words and letters. Staff have considered the different types of media that children see and a display of well-known logos encourages children to look at words and letters in print. However, when a child attempts to take a logo of a food item into the role-play area they are told to put it back. This lack of staff understanding about the way in which children learn does not support children to be active learners who develop their own ideas and make links between things that they do. This does not support children's ability to think critically and independently to ensure that they are prepared for the next stage in their learning.

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

Children's safety, health and well-being is not fully guaranteed because there are breaches in the legal requirements. Although risk assessments are carried out to minimise risks, not all areas within the setting are considered and staff do not always follow procedures. For example, a risk assessment has identified that children need to be supervised at all times when on the climbing frame and slide but staff do not do this. When staff observe that children are running around and not using equipment safely they shout across the room rather than going over to talk to them. This does not support children to consider their own safety or to understand what acceptable behaviour is. Although the setting has a named person responsible for behaviour management, strategies used are not effective or appropriate. Staff repeatedly shout at children to get them to pay attention or to stop what they are doing. Children are not given an explanation as to why what they are doing is considered wrong. When reading a story to a group of children a member of staff

repeatedly stops reading to tell children to 'sit down' or 'listen'. This does not support children's emotional well-being and impacts on the learning of the whole group of children. Children's behaviour is not always good and poor staff deployment during the session means that some children are unsupervised in the toilets and the sinks become blocked with paper towels. Staff report that they use an alarm to remind them to check the toilets every 15 minutes. However, this does not ensure children's well-being or safety because it is not effective in ensuring that children are closely supervised at all times.

Children's health and medical needs are not managed safely. This is because staff are unaware which children require emergency medication and report that no current children need medication to be administered at the setting. However, individual, named medication is on site. This includes inhalers used to treat the symptoms of asthma. Policies and procedures have not been followed despite parents and carers recording on registration documents that children have medical needs. Medication has been accepted by staff to be stored on site and is kept at the setting between sessions. As a result, even though care plans have been written, key members of staff are not aware of this. Although staff have attended approved first aid training, without access to this important information, they are unable to meet the children's individual needs. Therefore, children's safety, health and well-being is compromised. Partnerships with parents have not been developed to support the sharing of this type of important information. This does not promote consistency for children between their time at home and the setting, or to promote their well-being.

Children's independence at snack time is satisfactorily promoted because the setting operates a cafe-style system and children choose when to have a snack or drink. They show that they understand this routine because they independently select a card that indicates they would like to go to the snack table. Children are able to pour their own drinks and carry their cup to the table to join their friends. Staff monitor which children have had snack and ask children who have not yet had something to eat if they would like something. The system works and all children have a snack during the session. Children are provided with a range of healthy food, such as fruits, yoghurt and toast which supports them to eat a balanced diet. Children show an awareness of routines and some children help to tidy toys away at tidy-up time. However, for most of the session not all children are engaged in safe and purposeful play because they run around the main room quickly and from activity to activity. Although children get a daily opportunity to play outside in the fresh air there are limited resources or planning for this area and not all children show an interest in going outside.

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

Children's needs are not met because the management committee has failed to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. No members of the management committee or the manager are registered with Ofsted and a current nominated individual has not been identified. This shows that those connected with or working at the setting are not fully aware of their responsibilities in ensuring that statutory requirements are met. As a result, there are a number of breaches in legal requirements that impact on children's experiences at the setting. These link specifically to

the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, in addition to a number of requirements of the Childcare Register. Likewise, some of the learning and development and assessment requirements are also not met. Children are not effectively safeguarded because staff, including the named person for safeguarding do not understand their role and responsibilities in keeping children safe from harm. As a result, safeguarding practice is poor which puts children at risk. For example, those working with children are not clear of how to manage an allegation made against a member of staff, which does not ensure children's safety. Procedures for recruiting new members of staff are not robust because they do not include taking up suitable references to check a person's suitability to work with children. This shows that too little is done to ensure that children's welfare is promoted.

The managements' understanding of their responsibilities to meet the learning and development requirements, including monitoring the planning and delivery of the educational programme, is poor. As a result, activities provided for children do not have enough depth and breadth to ensure that all children make good progress. There is little consideration for individual learning styles or children's individual needs, which fails to promote their development. Evaluation of planned educational activities and experiences for children is poor and little consideration is given to the impact these have on learning. All staff hold appropriate early years qualifications but the lack of systems to monitor staff performance means the quality of teaching is not monitored. Staff do not receive any line management or supervision from the manager or management committee. Poor practice with regards to behaviour management, risk assessment and the administration of medication has therefore resulted in children's good health and well-being being compromised. Observations of children are not used effectively to plan activities that meet the needs of the children who attend. Assessment of children's development is not precise enough to identify individual, child specific next steps in learning. In addition, the progress check at age two, which is a statutory requirement has not been implemented. As a result, the staff cannot precisely identify which children are making good progress or where progress is less than expected.

Partnership work with parents or other providers has not been given enough consideration. The important role that the key person plays in supporting children is not fully considered. As a result, opportunities for continued learning at home are not identified. The key person does not routinely share or seek important information about their key children or record starting points on entry. Children are poorly prepared for the transition to school or other providers because systems to share information or work in partnership with others have not been considered. The setting is supported by a number of outside agencies who provide advice to enable the setting to evaluate its provision. However, leaders and managers do not always take account of and act on this advice and as a result, breaches in requirements have occurred. This demonstrates poor commitment to ensuring that the setting provides a safe and suitable environment for the children who attend. The setting does not currently use effective methods of self-evaluation and this impacts on their capacity to improve the setting for the benefit of children and their families.

## **The Childcare Register**



The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that risk assessments are reviewed regularly, that they identify aspects of the environment which need to be checked on a regular basis and how risk will be removed or minimised (compulsory part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager and changes to the nominated person of the childcare provision (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any senior officer or other member of the governing body (compulsory part of the Childcare Register)
- ensure that risk assessments are reviewed regularly, that they identify aspects of the environment which need to be checked on a regular basis and how risk will be removed or minimised (voluntary part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager and changes to the nominated person of the childcare provision (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY286929
<b>Local authority</b>	Dudley
<b>Inspection number</b>	861263
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Silverbells Pre School Committee
<b>Date of previous inspection</b>	10/03/2009
<b>Telephone number</b>	01384 812265

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

