

Silverbells Pre School

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

Inspection date	08/07/2014
Previous inspection date	31/01/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children have developed strong bonds and relationships with their key persons, ensuring that their well-being and independence are promoted well.
- Safeguarding procedures are effective, so that children's safety and welfare are protected.
- Children's communication and language development is encouraged because staff ask good quality open-ended questions and allow children time to respond.
- The management and staff team exhibit a strong drive to secure future improvement for the setting and aspire to enhance provision for children who attend.

It is not yet good because

- Fresh drinking water is not freely available and accessible at all times.
- The outdoor learning environment is not sufficiently inviting, and does not support children's all-round development, due to the lack of resources that are available to promote learning and challenge for children.
- Parents are not encouraged to initially share what they know about their child, which enable them to contribute in initial assessments completed, and support engagement between staff and parents.

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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector
Julie Preston

Full report

Information about the setting

Silverbells Pre School opened in 2001, and 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 one room in the Russell's Hall Neighbourhood Centre in Dudley, West Midlands. The setting serves the local area and is accessible to all children. It is open five days a week during school term times. Sessions run from 9am to 12 noon. All children share access to an outdoor play area. There are currently 28 children in the early years age group on roll, and children attend for a variety of sessions. The setting employs five members of staff who work with the children, all of whom have appropriate level 3 early years qualifications. The setting provides funded early education for three- and four-year-old children, and receives support from the local authority. It cares for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure fresh drinking water is available and accessible to children at all times
- improve the resources in the outdoor environment to support children's all-round learning and development through activities and experiences that provide them with greater levels of challenge.

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

- extend opportunities for parents to share what they know about their child when children join the setting, in order to contribute to initial assessments and to support engagement with parents.

Inspection judgements

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

Staff continually enhance their understanding of the learning and development requirements for the Early Years Foundation Stage. They use this knowledge to plan a suitable range of activities and experiences indoors. However, the outdoor learning environment is not sufficiently inviting and does not support children's all-round development, due to lack of sufficient resources to promote learning and challenge for children while outdoors. Once settled children actively participate in a range of activities and experiences, enabling them to explore the different areas of learning in most

instances. Staff provide children with a selection of planned and freely chosen experiences and encourage them to make choices within their learning. Staff demonstrate an appropriate understanding of how children learn and have high expectations for children attending. Since the last inspection, the staff have reviewed and updated their records for planning, observation and assessment. This has resulted in more effective teaching and staff tailoring the weekly planning to meet the children's developmental requirements. Key persons observe the children in their key group and have suitable systems in place for identifying children's next steps in learning. Assessment procedures are suitable. Staff ensure that they observe children during their play and record this information within individual learning journals, to monitor the development they make. Consequently, most children are seen to be making consistently steady progress and, in some cases good progress, in their learning and development within the setting.

The educational programmes are interesting, exciting and varied. They follow children's interests and address their individual needs. Children participate in a balanced range of adult-initiated and child-led activities to extend their learning. For example, children enjoy daily key-person group time, where they are learning to develop their fine motor skills in order to develop appropriate pincer grips, to enable them to hold pencils correctly. This will then support them to develop their early writing skills. Children are confident and eager to join in with their friends as they play. They speak easily to adults and engage visitors in conversation, showing inquisitiveness in the questions they ask of them. Children have vivid imaginations and actively engage in many play opportunities to support this. For example, following a visit from the ambulance service, children enjoy treating patients in their doctors surgery, bandaging them up and writing out prescriptions for them. Children begin to use their critical thinking skills as they play. For example, staff ask them open-ended questions about how they think they can achieve tasks or make specific objects with the dough. Children's literacy skills develop well as they play and participate in planned activities. For example, children trace over patterns to develop their pencil control and enjoy independently selecting and sharing books with their friends. Staff help children to develop in confidence and independence. They encourage them to do as much for themselves as possible, and provide praise and encouragement for their achievements. For example, children choose what they would like to play with, and are encouraged to put their own shoes on prior to going outdoors. This raises children's self-esteem and motivates them to try new things for themselves. Children make good progress in their physical development. For example, they have opportunities to handle tools, such as knives to spread the butter on their pancakes, and enjoy football outdoors. They have regular access to an outdoor area in all weathers, supporting their knowledge of different weather conditions. Staff, encourage them to count and recognise numbers within routine and planned activities to promote children's mathematical development satisfactorily. For example, at snack time children recognise the number the of snack items they are allowed on a particular day.

Parents are encouraged to view their children's learning journals during open mornings, and to discuss the progress their children are making on a regular basis with key staff. However, parents are not encouraged to initially share what they know about their child when their child first starts. This does not enable them to contribute to initial assessments which are completed, and does not foster effective engagement with parents. The key-person system in place effectively supports the partnership with parents and carers well in

most instances. Parents are invited in to join their children for special events, such as day trips to the local zoo and leaving events before children move on to school. Children's achievements are discussed daily at collection time, and parents spoken to on the day of the inspection felt they were kept well informed about their child's individual learning and development. In addition to this, parents are encouraged to share with staff the achievements that children have made at home. Parents are also provided with regular opportunities to extend children's learning at home. For example, children take home weekly activity ideas to complete with their parents at home. An example of this is looking for different shapes together when walking around their local environment, which helps to develop children's understanding of early mathematical concepts.

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

Staff at the pre-school are caring and affectionate. They show this as they ask parents questions about their child's well-being as they enter each session, offering support and comfort to those that become upset. As a result, children are happy and quickly settle to play through the close bonds established with the staff team. The key-person system contributes to supporting children's personal, social and emotional development in many ways. For example, they develop close bonds, encourage sharing and turn taking, and act as positive role models for children. Children develop close friendships with each other and clear attachments with their peers are evident. They demonstrate this as they single out particular friends to play with, laughing and joking with them during their play. Children play cooperatively together, showing developing independence skills as they put on their own shoes, and independently help to select the resources and activities they wish to participate in during free choice sessions. Staff encourage children to develop a clear understanding of the setting's boundaries. For example, staff gently remind them of their expectations of them and that it is not safe to run around indoors. Staff remind children of the need to be kind and caring to each other and act as good role models. These skills help support their confidence, independence and self-help skills, in preparation for their transition on to nursery or school.

The pre-school environment is suitably presented, with a good selection of resources and play materials on offer indoors. The environment inside is sufficiently well organised and arranged to enable children to use the resources independently. This means that most children explore the environment and equipment in a safe and suitable way indoors. However, the outdoor environment is less well presented, and limited resources are available to children. This limits potential learning and enjoyment for children within the outdoor environment. Children learn good hygiene practices through everyday routines, such as washing their hands after painting activities and before eating. Staff promote healthy eating and provide a range of healthy food choices for snacks, for example, fruit, vegetables, toast and yoghurts. Staff work with parents to ensure cultural and dietary needs are respected. Good manners and the promotion of independence are encouraged. For example, children butter their own pancakes and access their own drinks during snack time. However, children are not able to freely access fresh drinking water at all times. This means there is a potential for children to be thirsty or become dehydrated, particularly during hot weather. Staff share information about the importance of adopting a healthy lifestyle and encourage children to extend their understanding well. For example, activities

shared with children encourage them to identify the types of food that are good for them and those that are not so good. Staff strive to keep resources clean and safe for children to use. Resources are plentiful indoors and are routinely cleaned, ensuring they remain suitable for children. Staff encourage the children to take risks safely in their general play and also help them learn how to be safe. For example, children take part in practising the evacuation procedure so they know what to do in an emergency. This keeps them safe and supports their understanding about safety routines.

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

Since the last inspection by Ofsted, when the setting received a number of actions and recommendations to improve, and had two subsequent monitoring visits, the management and staff team has implemented effective changes. These include notifying Ofsted of changes to the management and committee for the group and developing their knowledge about the circumstances in which they need to notify Ofsted of a significant event. In addition, staff have updated their knowledge and understanding of safeguarding and the procedures to follow, including updating their own policy and procedures. The manager has also identified and implemented suitable supervision, observation and appraisal processes, in order to monitor the impact of staff practice on children's progress and promote staff development. The staff team have also reviewed and implemented new systems for planning, assessment and observation for children, including the progress check for children between the ages of two and three years. This has helped to effectively identify gaps in children's learning in order for them to take appropriate steps to help close these gaps and support children's ongoing learning and development. Furthermore, risk assessments are completed annually or sooner if there is a change. Additional daily safety checks are now completed to ensure the continued suitability of the premises and outdoor area. Recruitment procedures have also been reviewed and updated to be implemented should they take on any new members of staff. Information is sought from parents when children initially start with the group about medical needs and any regular medication that is required, including the completion of relevant consents and records. In addition, staff have all attended behaviour management training, and staff use an appropriate method to reinforce boundaries and ensure harmony within the session. Consequently, the setting have made considerable progress to ensure the safety and welfare requirements are being met.

The management and staff team have a suitable understanding of policies and practice in early years, and have the necessary skills to develop a team. They understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and as a result, children are kept safe. For example, children are protected from harm as the pre-school follows its written safeguarding procedures. Staff update their safeguarding knowledge through relevant training. Children play in a safe environment as practitioners conduct daily safety checks of the premises and regular risk assessments of the environment and resources. Staff manage the arrival of parents, carers and visitors well so children cannot leave unaccompanied. For example, they are aware of who is on the premises at all times. Children's safety is further supported through the appropriate maintenance of accident records, which record all accidents that occur to

children at the setting, and of the circumstances surrounding these. All staff have a Disclosing and Barring Service check to show that they are suitable to work with children. In addition, regular staff meetings are held and their ongoing suitability is assured through ongoing appraisal processes that include, disqualification checks. There are also opportunities for staff to attend training events to update their skills, which helps to enhance their practice.

The partnerships staff establish with parents are suitable in most instances and make a sound contribution to supporting children's well-being, learning and development. Parents spoken to during the inspection comment that they find the staff team friendly and approachable, and welcome the discussions that take place to support their child. Parents of children who have been at the pre-school for some time, or whose older children have used the group before, comment that their children are, and were, 'ready and well prepared for school'. Parents and children contribute towards the pre-school's evaluation of their practice. Parents share information verbally on a daily basis and are encouraged to share their experiences and ideas for improvement with the group. For example, parents are asked to complete parental questionnaires and are asked if they have a particular skill or job role that they could share to extend children's understanding. Children particularly enjoy this as they had a visit from a parent who is a paramedic and brought their ambulance. The management and staff team recognise the value of working in partnership with others to provide children with continuity and consistency in their learning and development.

The management and staff team aspire to continually improve the provision for children who attend. A system of self-evaluation has been implemented, to help to identify strengths and weaknesses in order to drive forward improvements. For example, they have sought feedback from parental questionnaires, and seek feedback from all staff at staff meetings. This information will then be collated to identify current strengths and weaknesses within the setting, and used to facilitate future improvement of the pre-school. The manager and her staff understand the learning and development requirements, and how to promote children's progress. The management ensure that regular opportunities are offered to discuss the provision as a whole, and to ensure that activities on offer to children meet their ever-changing needs. This ensures that staff work as a team to support children effectively. They also build on staff's knowledge and understanding of how to observe, assess and support the progress children make in their learning and development.

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	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	EY286929
Local authority	Dudley
Inspection number	973457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	28
Name of provider	Silverbells Pre School Committee
Date of previous inspection	31/01/2014
Telephone number	01384 812265

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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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