

Silverdale Playgroup

The Downs, Wilford, Nottingham, Nottinghamshire, NG11 7EB



Inspection date

20 March 2015

Previous inspection date

5 March 2009

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff plan a wide range of interesting activities to ensure there is a good balance across the seven areas of learning.
- Children are well prepared for the move on to school because of the strong links with the local schools. This ensures continuity of children's care and learning.
- Staff have a good understanding of their responsibilities to protect children. They continually risk assess activities and have a secure understanding of child protection issues.
- Staff regularly remind children to wash their hands after messy play, before snacks and after the toilet. They help children to learn about the importance of good hygiene procedures. This means that children are learning how to stay healthy and this promotes their well-being.
- Leadership and management of the pre-school is strong. The manager motivates and leads staff to share high expectations for all children. This means children benefit from a continuously improving provision.

It is not yet outstanding because:

- Staff do not have fully effective strategies in place to encourage parents to share information about children's capabilities, likes and dislikes, when they start at the setting.
- Children's critical-thinking skills are not fully maximised during large group activities, as staff miss opportunities to encourage children to ask questions and share their ideas.

What the setting needs to do to improve further

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

- develop an effective system to collect information from parents about their children's capabilities, likes and dislikes, when they start at the setting, and use this information to provide learning activities and experiences that fully meet children's needs and enhance their learning
- provide even more opportunities for younger children to ask questions and to share their ideas, for example, by placing the younger children in smaller groups for conversation.

Inspection activities

- The inspector held meetings with the manager of the setting. She toured the premises and outdoor areas.
- The inspector observed the children during activities both indoors and outdoors.
- The inspector looked at a sample of children's records, the planning documentation and relevant policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents from information included in the pre-school's parent questionnaires.

Inspector

Tracy Hopkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff strive to make all children's learning fun. Children thoroughly enjoy playing with the coloured sand. They sieve, mix and pour the sand from one object to another, showing deep concentration. Children show delight in exploring the texture of the sand and the way it moves through their fingers. Children learn about the world as they safely watch the eclipse in the garden. This promotes discussion as children share this experience with their peers. Staff enhance learning by effectively asking children questions and using pictures to show what is happening. However, during stories and singing times there are fewer opportunities for children to ask questions and share their ideas to further support their critical-thinking skills. This is because the size of the group with the youngest children, is too large. This means staff are not always able to effectively respond and build on each child's ideas and questions. Children take part in daily phonics sessions as well as attention and listening activities. Staff accurately assess levels of achievement across all areas of learning by making regular observations of children's progress.

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

A well-established key-person system helps the children to form secure attachments with the staff in the pre-school. This promotes children's emotional well-being and helps them to confidently approach their next stage in learning, including the move to school. Staff praise children when they behave positively and this encourages children to maintain this good behaviour. Children develop healthy tastes as they receive nutritious snacks that meet their dietary requirements. They develop independence as they help themselves to snacks, learn to feed themselves and pour their own drinks. Staff ensure that children benefit from fresh air. Children practise a range of physical skills in the outdoor area to promote their well-being and good health. Children are reminded about safety and are encouraged to take well-supervised risks. For example, children are able to access the large climbing frame and climb high while being monitored.

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

The manager evaluates the pre-school well. She has clear ideas about what the pre-school needs to do to improve. For instance, there are plans to develop children's experiences of technology further to support their understanding of the world. The manager reviews the planning and checks children's assessments to maintain good standards. The manager spends time observing staff, and provides feedback to help improve practice. She carries out staff appraisals to identify training needs. Caring and nurturing staff work closely with other professionals to support children who need targeted support in their learning and development. However, staff do not always encourage parents to share information about their children's capabilities, likes and dislikes, when they start at the setting. This means that staff do not have a fully comprehensive picture about the children. Staff are well qualified and this impacts positively on children's experiences. Staff also regularly attend training in order to continually develop their knowledge of how young children learn best.

Setting details

Unique reference number	254673
Local authority	Nottingham City
Inspection number	866894
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	61
Name of provider	Elaine Hardy
Date of previous inspection	5 March 2009
Telephone number	0115 9825017

Silverdale Playgroup opened in 1972. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager who holds a degree level qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.15am to 3.15pm Monday, Tuesday, Thursday and Friday and 8.15am to 12.45pm on Wednesdays. The nursery provides funded early education for two-, three- and four-year-old children.

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