

# Silverbells Pre School

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



## Inspection date

9 June 2015

Previous inspection date

8 July 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some aspects of teaching require improvement. Staff do not incorporate the next steps in learning into their written observation or planning of activities and this information is not easily accessible to parents.
- Occasionally, the lack of equipment results in a few incidents of low level disruption as children vie for the available resources.
- There is no consistent programme of supervision in place to support the professional development of staff.
- Leaders have yet to secure effective links with the local schools. Consequently, there are limited opportunities for some children to become familiar with the routines and environment prior to starting school.
- Leaders do not analyse the progress of all children and groups of children overtime.

### It has the following strengths

- Under the new leadership team, there is convincing evidence of some recent improvement. Leaders have taken positive actions to address the weaknesses identified at the last inspection. Effective action planning is used to focus on some key priorities for improvement.
- Boys and girls are free to develop their self-awareness and confidence as they initiate pretend play, act out familiar scenarios in the imaginative play areas and they make good use of the dressing up clothes available.
- The children are interested and motivated learners. Their attendance at the setting is good and they arrive on time and ready to learn and have fun.

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

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

- develop and implement an effective system of supervision to support staff's professional development; and to help drive the programme of continuous improvement
- develop strong and effective links with local schools to support and enhance children's readiness for the next phase of their education
- improve the quality of teaching and outcomes for children by ensuring that staff plan effectively for the next steps in children's learning; improving the information for parents about the next steps in their child's learning and ensuring that leaders closely monitor the progress of groups of children over time.

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

- reduce the number of incidents of low level disruption during activities by ensuring that there are sufficient resources for each child

## **Inspection activities**

- The inspector observed activities in the group room and the outside learning environment.
- The inspector held meetings with the nursery manager, committee members and spoke with staff.
- The inspector looked at children's assessment records and adults' planning documentation.
- The inspector checked evidence of the suitability of all adults working with children, their professional qualifications and training undertaken by staff since the last inspection.
- The inspector reviewed the effectiveness of the improvements that leaders have made since the last inspection and took account of their plans for further improvement.
- The inspector took account of the views of parents and those of children spoken to on the day

## **Inspector**

Deborah Jane Udakis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The quality of teaching requires improvement to ensure that all children make good or better progress in their learning. When they first attend the setting, most children have skills and abilities typical for their age and this remains the case when they move on to school. Staff support children's learning and understanding with their good questioning techniques. They conduct regular observations of individual children and they monitor and assess the progress they make while at the setting. However, leaders do not make use of the available information to assess whether all children make good progress or to ensure that any gaps in achievement are identified and addressed. Staff have developed positive relationships with parents and they provide them with some good quality information about their children's learning journeys.

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

The children are becoming increasingly prepared to live in modern Britain. They involve other children in their imaginative play and they work together on challenges such as building tall towers using lightweight building bricks. The children respond positively to staff's instructions and take responsibility for tidying away at the end of activities. They are growing in confidence and independence and are progressing appropriately in their emotional and physical development. Staff facilitate a self-serve café-style snack time where the children help themselves to healthy snacks and drinks. After their snack the children wash up their plates and cups. The children form strong attachments with staff and are openly affectionate with them. In return, the staff are caring and act as positive role-models providing consistent praise and rewards for good behaviour. However, children's generally good behaviour is tested at times when they are unable to access equipment during activities.

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

The committee members, pre-school leader and staff have a wealth of relevant expertise. They understand the welfare requirements and have appropriate plans in place to address the weaknesses in the quality of teaching. The leaders use well-considered recruitment processes, including conducting rigorous suitability checks, to appoint appropriately qualified staff. The pre-school leader has been in post for only a week but already she is taking positive steps to improve practice at the setting. She is building a good rapport with staff and parents and she is gaining their support for the reorganisation and review of relevant policies and processes. All staff are trained in paediatric first aid. Consequently, children receive prompt attention when they are injured. Staff confidently explain the setting's safeguarding procedures. They refer to the local authority Designated Officer by name and know what to do to make rapid referrals when they are concerned about the welfare of a child.

## Setting details

<b>Unique reference number</b>	EY286929
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1007312
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Silverbells Pre School Committee
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	01384 812265

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. It is open five days a week during school term times. Sessions run from 9am to 12 noon. There are currently 24 children in the early years age group on roll. 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. The setting is accessible and staff support children with special educational needs and/or disabilities.

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