

Silverbells Pre School

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



Inspection date

26 April 2016

Previous inspection date

9 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and committee have made positive changes since the last inspection. Staff are receiving coaching and training to support them in their roles. Partnership links with schools have begun to be developed to help promote consistency in care and learning for children.
- Children's development is monitored. Staff's good teaching helps children progress towards their next steps for learning in readiness for school.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their play and learning well. This means children explore freely, use their imagination and make good progress.
- Children enjoy close relationships with their key persons, who help them to feel settled and secure and, therefore, ready to learn. Staff talk to children in a calm and respectful manner. This helps children to understand how to manage their own behaviour and to make friends.
- The manager has utilised effective methods of monitoring and self-evaluation well. She has an excellent overview of all aspects of the setting and continues to drive forward ongoing improvements.

It is not yet outstanding because:

- Some less confident children have fewer opportunities to explore and take part in a wide range of activities and experiences. Staff do not always quickly recognise when these children need more encouragement and help to join in.
- Children's understanding and development in mathematics is not always extended and challenged as well as it could be during daily key-group times.

What the setting needs to do to improve further

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

- find more ways to encourage less confident children to explore and engage in a wider range of learning experiences to help fully promote their learning and development
- extend and challenge children's understanding and use of numbers during activities and daily routines.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their safeguarding responsibilities, and policies and procedures have been reviewed and updated. This means that staff have the information that they need to take any action required to safeguard children. The manager and staff receive performance management to help them to continually raise the standard of their knowledge and practice. Induction procedures for new staff help to ensure that they are mentored when they first start. Staff are well qualified and attend a good range of training courses that has had a positive impact on their knowledge and skills.

Quality of teaching, learning and assessment is good

The manager has successfully introduced and embedded a new system of observation and assessment that all staff are confident to use. Parents are provided with information about their children's progress and are encouraged to continue to help their children achieve their next steps for learning. Parents make written comments about their children's achievements and share this with their child's key person. Planning helps staff to provide children with a balanced educational programme. Key-group times are generally utilised well and children clearly enjoy these small-group opportunities to play and learn together. Staff help children to begin to understand that print has meaning as they write the day of the week. Children show a keen interest in listening and discussing stories. Most children are confident to make choices about what they would like to do. They enjoy using their imagination as they make meals for their toy dinosaurs in the role play kitchen. Staff engage children in a range of activities that successfully promotes their learning. Overall, monitoring of the progress that groups of children make has begun to aid staff in targeting areas where children's progress is not as rapid.

Personal development, behaviour and welfare are good

Staff work closely with parents and professionals to devise care plans that ensure that any health or medical needs are managed well. The environment is appropriately laid out to help promote children's physical development. Children enjoy daily access to the outdoor area where they negotiate jumping between hoops and enjoy planting seeds. Children appear happy and settled and they have good relationships with their key person. Staff plan events, outings and activities to broaden children's experiences. Children are developing an understanding of the wider world around them. Children eat healthy food choices at snack time. High standards of cleanliness are maintained in food preparation areas and children enjoy helping to wash up their cup and plate when they have finished.

Outcomes for children are good

Children are gaining the skills that prepare them for school. All children, including those who receive government funding, make good overall progress in their learning and development. Early literacy skills are developing well through children's interest in books and mark making. Children are beginning to gain skills appropriate for their age. They listen well to instructions and take responsibility for their environment when they begin to tidy up to get ready for a new activity.

Setting details

Unique reference number	EY286929
Local authority	Dudley
Inspection number	1017588
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	40
Number of children on roll	28
Name of provider	Silverbells Pre School Committee
Date of previous inspection	9 June 2015
Telephone number	07790 512354

Silverbells Pre School was registered in 2001. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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