

Silverdale Playgroup

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



Inspection date	14 July 2017
Previous inspection date	20 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 well-qualified staff team is enthusiastic in its role of supporting children to do well in their learning. It provides a well-structured routine and a good mix of activities that engages and motivates children to try new things.
- Staff assess and plan effectively for children's next steps in learning. Children make good progress.
- Children are emotionally secure as practitioners are warm and caring. They are good role models and foster positive relationships with children. These trusting relationships help children prepare emotionally for school.
- Children's behaviour is very good. Staff encourage children to care about themselves and others. Children share, take turns and listen well.
- Staff work closely with parents who are very complimentary about the setting and staff team. Information is regularly shared, supporting continuity in children's care and learning needs.
- Self-evaluation is used as an ongoing tool to help staff reflect upon areas that can be improved. The views of parents, children and early years professionals are used to inform targeted plans for improvement.

It is not yet outstanding because:

- Staff are not highly responsive in using the observations they make of children as they play, in order to quickly promote children's emerging learning needs.
- The professional development opportunities for staff do not always target the quality of teaching to raise this to an even higher level.

What the setting needs to do to improve further

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

- make best use of the observations made of children as they play to provide immediate challenge to enhance their emerging learning needs
- enhance the professional development of staff to support them to raise the quality of their teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, the setting self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff and children throughout the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of safeguarding and child protection procedures. They can identify the potential signs of abuse and know who to contact should they have concerns about a child's welfare. The manager regularly updates her knowledge of child protection, for example, by attending briefings with the local authority. She shares information with her team and they implement clear procedures. Staff complete regular checks of the environment and take appropriate steps to minimise potential risk to children. The manager has an overview of individual children's progress. She compares the progress made by different groups, in order to identify and address any differences between their rates of progress. This enables staff to take prompt action to close any gaps in children's learning.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a good understanding of how children learn and provides children with good teaching overall. Detailed information is gathered from parents when children first start, about their capabilities and interests. This is used to plan activities that support and help children to make good progress. Children are encouraged to develop their coordination skills. For example, older children enjoy playing with bats and balls, while younger children sit on wheeled toys and move around in the outdoor area. Staff play alongside children and support them in their learning. For example, they help children to learn about colours and numbers as they play with the cars. Older children learn the differences between letters and the sounds they represent and when to use capital letters.

Personal development, behaviour and welfare are good

Children learn about procedures that keep themselves healthy, such as washing their hands before mealtimes and after outdoor play. Staff actively encourage children to learn about keeping themselves safe from harm. For example, children learn about riding their bicycles to avoid colliding with other children. Staff allow children the space to take risks, enabling children to use their initiative and learn life skills. Children develop a sense of belonging when they talk to staff about their own lives. Staff show genuine interest in what is important to the children during their conversations. Staff teach children about a healthy diet and where food comes from. For example, they talk about eating cereal for breakfast and that cereal comes from the fields.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. They are working comfortably within the range of development typical for their age. Older children have good opportunities to practise the skills that support their readiness for school. For example, children sit and listen well during group discussions. They learn to count, recognise their own name and key words in print and can fasten their own zips and buttons. Children are acquiring the necessary skills in readiness for their next steps in learning, including their eventual move on to school.

Setting details

Unique reference number	254673
Local authority	Nottingham City
Inspection number	1090392
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	69
Name of registered person	Elaine Hardy
Registered person unique reference number	RP511424
Date of previous inspection	20 March 2015
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 Master's degree in education. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.15am until 3.15pm Monday, Tuesday, Thursday and Friday and 8.15am until 12.45pm on Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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