

# Silkstone Pre School Playgroup Ltd



Old Town School, High Street, Silkstone, Barnsley, South Yorkshire, S75 4LR

## Inspection date

7 September 2017

Previous inspection date

21 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children make good progress in their learning. Staff use their understanding of child development to teach children key skills in language and mathematics and to support their personal development.
- Staff carefully observe children to find out what they can do and what fascinates them. They use this to create an interesting and challenging environment that promotes all children's next stages in learning.
- Partnerships with parents and local schools are strong and support children as they move between each stage of their learning. Information about children's development is shared and parents know what children have been learning at the pre-school.
- Children are enthusiastic learners and thrive on the varied activities throughout the week. Visitors to the setting enhance children's understanding of the world and challenge their physical skills.
- Leaders are ambitious and actions to improve are targeted and effective. Training is identified to support the needs of both individual and groups of children.
- Children are confident and their good behaviour shows they feel safe. They respond to clear boundaries, show they can be kind to others and understand some risks.

### It is not yet outstanding because:

- Children's thinking skills are not always expertly supported by staff to motivate children to be highly successful at solving their own problems during their play.
- Leaders and staff sometimes do not make the most of incisive evaluations of staff's interactions with children to drive the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- develop even more opportunities and expert teaching strategies to support children to become highly successful problem solvers
- use rigorous evaluation of staff's interactions with children to help staff identify how to improve their teaching to the very highest 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 of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to children and staff throughout the inspection.
- The inspector held a meeting with the manager and deputy manager of the pre-school. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders thoroughly evaluate all aspects of the pre-school using feedback from parents, support from the local authority and assessments of children's progress. Specific plans are made to improve children's imaginative play and mathematics when gaps in learning have been identified. Training for staff has been successful in improving outcomes for children who have special educational needs and/or disabilities and the language development of all children. Staff work well as a team to support each other, discuss their practice and check the accuracy of their assessments of learning. Safeguarding is effective. Staff and leaders understand how to recognise and deal with concerns about children's safety and welfare. The manager, staff and committee members are all involved in making sure that the necessary policies and procedures are up to date.

### Quality of teaching, learning and assessment is good

Staff know children well and use their accurate assessments of children's development to identify what they need to learn next. Children showing an interest in writing their name are supported to develop the strength and dexterity they will need to hold a pen. Staff get involved in children's play and follow their lead as they explore musical instruments. They skilfully challenge children to extend their learning and children enjoy making faster or quieter sounds. Staff understand how to support children to develop key skills using different activities throughout the day. For example, children learn to listen to and follow instructions as they pick tomatoes, count them and identify the biggest ones. Weekly sessions in the local school hall give children the opportunity to move around a large space and explore different physical skills.

### Personal development, behaviour and welfare are good

Children are enthusiastic learners and enjoy their time at the pre-school. Staff use information from parents about children's interests to help make children feel welcome and settle quickly. Visitors help children find out about growing their own vegetables and children are keen to get involved in planting, watering and harvesting. The pre-school has close links with the community and children are involved in projects with other local groups to develop planting in the village. Staff nurture children to develop important values and talk to children about being kind, the importance of rules and thinking about others. Children have many opportunities to develop their independence and self-esteem. They pour their own paint, help tidy away toys and happily ask staff for help.

### Outcomes for children are good

Children are well prepared for their next stage in learning. They quickly develop confidence and social skills at the pre-school. Sensitive support from staff helps children learn to play happily together and share toys. Older children show they are beginning to understand their feelings and are sensitive to the needs of others. Parents are very pleased with the progress younger children make in their language and communication. Some of the oldest children are able to form recognisable letters in their name.

## Setting details

<b>Unique reference number</b>	302858
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1063917
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Silkstone Pre-School Playgroup Limited
<b>Registered person unique reference number</b>	RP522908
<b>Date of previous inspection</b>	21 November 2013
<b>Telephone number</b>	01226 792294

Silkstone Pre School Playgroup Ltd registered in 1977. The pre-school employs seven members of childcare staff. Of these, one has an appropriate early years qualification at level 5, one is qualified to level 4, two are qualified at level 3 and one is qualified at level 2. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm and pre-school offers an out-of-school club for older children. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

