

Silverton Pre School Playgroup [at Hall]

The Evangelical Hall, School Road, Silverton, Exeter, Devon EX5 4JH



Inspection date	11 February 2019
Previous inspection date	11 February 2016

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

Summary of key findings for parents

This is a provision that requires improvement

- Leaders do not closely monitor staff's practice to ensure teaching is of a consistently good quality and meets children's individual learning needs. The support, coaching and professional development opportunities for staff do not focus sufficiently on addressing their weaknesses. Activities often lack the appropriate challenge to build on what children already know and can do, to help them make good progress consistently.
- Leaders do not develop links with other settings that children attend, to enable staff to provide complementary experiences that meet children's needs.
- Leaders do not use assessment information as well as they could to identify patterns between all groups of children, to inform activity planning and support staff's practice.
- Self-evaluation is not accurate. Leaders have not taken steps to address the previous recommendation, or identified weaknesses in staff's practice and planning, to maintain good outcomes for children.

It has the following strengths

- Children are content and comfortable in staff's care. Staff greet them warmly when they arrive, which helps children to settle quickly.
- Staff provide attractive play areas, which capture children's interests. Children are eager to 'have a go' and take part and make steady progress in their learning.
- Staff model language suitably when talking to children. Children express their thoughts confidently and use good vocabulary, such as talking about 'crunching up' dried cereal to make a bed for the toy cows to sleep on.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide more support and professional development opportunities for staff to improve the quality of teaching, particularly to ensure staff recognise when to allow children time and space to play without interruption	08/04/2019
improve planning to ensure activities link closely with children's individual next steps in learning, to provide good challenge that consistently helps them make the progress of which they are capable	08/04/2019
improve links with other settings that children attend, to enable consistency in the experiences and support they receive.	04/03/2019

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

- develop the system to monitor the progress made between different groups of children, to focus teaching on all emerging gaps and strengthen the overall provision
- improve self-evaluation to identify and target weaknesses, including addressing previously identified recommendations, to improve outcomes for children.

Inspection activities

- The inspector observed children during their self-chosen play, daily routines and adult-led activities.
- The inspector carried out two joint observations with the manager, to evaluate the quality of teaching and learning during planned activities.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held meetings with the provider and manager throughout the inspection.
- The inspector sampled a range of documents, including children's learning records, staff's suitability checks and qualification certificates and health and safety records.

Inspector
Sarah Madge

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not use self-evaluation successfully to identify weaknesses. Since the last inspection, they have not taken action to develop links with other settings that children attend. As a result, staff do not know everything they should about the children in their care, to enable them to provide consistent support. Leaders do not provide enough support for staff's practice, including through professional development opportunities, and the quality of teaching is inconsistent. Safeguarding is effective. The manager and staff have a clear understanding of their responsibility to promote children's welfare. They know how to identify signs that a child is at risk of harm and how to refer such concerns to the relevant outside agencies. Leaders monitor the progress that some groups of children make appropriately, although they do not make best use of the available information to identify other potential patterns in learning.

Quality of teaching, learning and assessment requires improvement

Staff assess children accurately. However, they do not link activity planning to children's learning needs well enough, to ensure activities challenge and engage each child effectively. For example, during a baking activity, older children help to pour ingredients into a bowl and mix them together but there is little to stimulate them or extend their learning. Staff do not always recognise when to get involved with children's play. For instance, children excitedly gather around a farm set with dry cereal and show fascination as they explore the texture. Staff quickly lead the conversation by asking lots of questions about farms, which distracts children from what they want to do, and they soon lose interest. Staff frequently encourage older children to count during daily routines which supports their mathematics development well. Younger children happily experiment with the marks they make when painting different surfaces with water.

Personal development, behaviour and welfare require improvement

Staff's practice does not routinely focus on the children's learning needs. For example, staff do not use meal times well to engage children in detailed discussion, to support their communication and language skills and build even stronger relationships. Children are beginning to learn to focus on their chosen activities, although staff sometimes interrupt them unnecessarily. For instance, when children begin playing a matching game, staff join in and instruct them what to do and when. Staff work well with parents from the beginning to identify children's starting points on entry and they continue to share information about children's ongoing achievements. Children learn to behave well. For example, staff help them to share and take turns by suggesting they use sand timers. Staff are patient and encourage children to try to manage their own care needs, such as putting on and fastening their coat.

Outcomes for children require improvement

Weaknesses in teaching and planning mean that children do not consistently receive the support and challenge needed to make the progress of which they are capable. Children develop some key skills needed for school. They listen to and follow staff's instructions, play cooperatively together and eagerly explore the play spaces. Pre-school children confidently test out their ideas, such as pushing toy vehicles down various ramps.

Setting details

Unique reference number	105904
Local authority	Devon
Inspection number	10062588
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 10
Total number of places	26
Number of children on roll	44
Name of registered person	Silverton Pre School Playgroup Committee
Registered person unique reference number	RP521266
Date of previous inspection	11 February 2016
Telephone number	01392 861353

Silverton Pre School Playgroup [at Hall] opened in the 1960s and operates from the Devon village of Silverton, near Exeter. The pre-school is open Monday to Thursday from 9.15am to 3.15pm, during term time only. On the same days, the breakfast club is open from 7.30am to 9am and the after-school club is open from 3.15pm to 6pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are six staff who work with children, four of whom hold qualifications to level 3 and the manager is qualified to level 6.

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