

Silverstone Pre-School

Chapel Rooms, Murswell Lane, Silverstone, Northamptonshire NN12 8UT



Inspection date	12 February 2019
Previous inspection date	1 December 2015

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The leadership and management team is unclear about its responsibilities of when and what to inform Ofsted about, including changes to the committee.
- The management committee has not ensured that all committee members follow the necessary procedures in order for Ofsted to complete the required suitability checks.
- Although staff keep children safe, they miss opportunities to help children learn how to keep themselves safe and to consider the possible consequences of their actions.
- Staff do not fully support older children to learn about letters and the sounds they represent in order to help them make outstanding progress in their literacy.

It has the following strengths

- Staff are very kind and considerate in their interactions with children. They provide rest times for two-year-old children to help ensure they do not overtire. They provide cuddles when children need reassurance.
- Staff support children's understanding of the world well. They use their weekly cooking sessions to teach children about healthy foods. Staff talk about why things happen and how things work. Children show care and concern for birds as they make bird feeders.
- All children make good progress relative to their starting points. The manager makes effective use of additional funding that some children receive in order to help strengthen less secure areas of learning.

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 Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee.	28/02/2019

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

- develop the leadership and management team's understanding of when and what to inform Ofsted about to help identify clear responsibilities
- make the most of opportunities for children to consider the consequences of their actions and to increase their understanding about managing risks
- provide more opportunities to help children learn about letters and the sounds they represent in order to make better progress with literacy skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the manager conducted a joint observation of an activity and they discussed the evaluation of teaching.
- The inspector held a meeting with the manager. She spoke to members of staff, the nominated person, and children, at appropriate times throughout the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability of the trustees and staff working with children. She discussed self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management requires improvement

The leadership and management team is unsure about its responsibilities to inform Ofsted of changes to the committee. It has failed to inform Ofsted of new committee members. This means their suitability cannot be assured. However, these committee members have Disclosure and Barring Service checks in place. They do not have any recruitment responsibilities or opportunities to be alone with children. Although this is a breach of requirements, the impact on children is minimal. Safeguarding is effective. Staff undergo robust recruitment checks and ongoing checks to help ensure their suitability to work with children. The manager provides staff with regular supervision and training that helps them to understand their child protection responsibilities. She supports staff to gain appropriate early years qualifications. As a result, staff have improved their knowledge of how children learn and strengthened their planning for children's future learning. The manager considers the views of the local authority and parents in making well-planned improvements. Parents are very complimentary about the service the pre-school provides.

Quality of teaching, learning and assessment is good

The manager uses her ongoing monitoring of children's learning records and her meetings with staff to check children's progress. This helps her to ensure all children make good progress. Staff plan the weekly activities to help children achieve their identified next steps in learning. Key persons provide ideas for parents that help them to support their children's learning at home. They keep parents well informed about their children's activities and care. Planned adult-led group times engage children well. Two-year-old children join in songs and older children learn the rules to play board games. Staff support children's communication and language well. They value children's comments and build on these to develop lively conversations that demonstrate staff know children well.

Personal development, behaviour and welfare are good

Overall, staff effectively promote children's emotional and physical well-being. They help children become independent in managing some of their needs. Children put on their coats to go outside. Staff help children learn to use the toilet and wash their hands to maintain their personal hygiene. Children have ongoing access to the garden throughout the session. They are energetic in their play, developing muscle strength, such as when climbing. Staff help children to make relationships and gain secure social skills.

Outcomes for children are good

All children gain skills to support their future learning in preparation for school. Older children develop their attention and understanding well. For example, they follow instructions to make bird feeders. They demonstrate mathematical skills appropriate for their age. They count and show an understanding of shape and space when taking part in construction activities. Two-year-old children listen well, follow simple instructions, and share toys and resources. All children enjoy listening to stories. Older children recall characters and the main events. Children with slower speech and language skills quickly catch up with their peers as a result of targeted support.

Setting details

Unique reference number	219960
Local authority	Northamptonshire
Inspection number	10065130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	41
Name of registered person	Silverstone Pre-School Group Committee
Registered person unique reference number	RP910421
Date of previous inspection	1 December 2015
Telephone number	01327858886

Silverstone Pre-School registered in 1969 and is located in Silverstone, Northamptonshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Thursday from 9am until 3.30pm and Friday from 9am to 1pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children and supports those who speak English as an additional language.

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.

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