

Inspection of Silverton Pre School Playgroup [at Hall]

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

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children explore with great excitement and enthusiasm the stimulating activities and toys set out for them each day. They receive a warm greeting from staff and focus quickly on their play. Children confidently count and recognise numbers as they play. They persevere in using chopsticks to see how many dinosaurs they can pick up as part of a game. Children demonstrate that they feel safe and are emotionally secure. Staff have high expectations of children's learning. They support children with special educational needs and/or disabilities. Staff give children plenty of praise and encouragement. This helps to raise children's confidence and self-esteem and promotes positive behaviour. Children behave well and know what is expected of them.

Children bring healthy packed lunches that are complemented by nutritious options provided by staff at snack time. Staff engage children in lively discussions about foods that are good for them. Children relish the time they spend in the garden. They busily investigate the mud kitchen and sandpit in all weathers. Children also enjoy a wide range of physically active play, inside and outside. For example, outside they confidently race on scooters and trikes. They make footprints in the frosty grass listening to the crunching sound their feet make. Children then extend their own learning when they go inside, using dinosaurs to make footprints in the paint.

What does the early years setting do well and what does it need to do better?

- The curriculum is planned well. Staff support children to gain knowledge that helps them achieve their next steps for learning and prepare for school. The manager and staff vary their teaching approach to support all children's different abilities. Time is taken to ensure that information from parents and advice from other professionals are implemented to help children achieve targets.
- Partnerships with parents are very strong. Parents really appreciate the personal support that they and their children receive and the development their children make in this happy and caring environment. Settling-in sessions take each child's individual needs into account. This helps them to make a smooth transition from home and they make good progress right from the start.
- Children form secure attachments to staff through the well-established system for key persons. Relationships are managed sensitively, further helping to boost children's independence and well-being. Staff are responsive to the changing needs of children and their families and they provide additional support for parents if needed.
- Literacy skills are promoted well. Children make good use of their name cards to find their place at the snack table, and they write down orders on clipboards when they pretend to serve their friends in a café. Children listen attentively to

books read by staff. They develop good social and communication skills as they play together imaginatively. For example, they work together to design and build towers. However, there are times in the group activities where children are not fully engaged due to other distractions.

- The manager and staff engage effectively with the teachers at the schools children move on to. Reflective practice is good. The manager ensures that she gains the opinion of her staff, parents, children and other professionals. She uses this information to identify areas for future improvement.
- Children are free to express themselves as they dress up in the wide range of clothing and accessories available. They enjoy trying on shoes and a variety of outfits as they learn about Chinese New Year. Children are developing good friendships and staff support them to take turns and share. However, occasionally, staff miss the opportunity to help children use these skills when they are playing board games.
- The committee and manager listen to the staff. This enables them to be alert to any pressures staff are experiencing. They are realistic and constructive in helping staff to manage their workloads. As a result, staff and the manager are energetic, and the atmosphere is fun and inviting for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They have a good understanding of wider safeguarding concerns, including of children being drawn into extreme situations. Staff talk confidently of the procedures to follow to report any such concerns within the setting and to relevant safeguarding agencies. There are effective recruitment procedures in place to ensure that staff are suitable to care for children. Staff are vigilant about children's safety and carry out daily checks to ensure that the premises and outdoor areas are safe.

What does the setting need to do to improve?

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

- review the organisation of group times so that children are not distracted and are able to engage fully in learning
- provide more support for children playing games to strengthen their understanding of turn taking and sharing.

Setting details

Unique reference number	105904
Local authority	Devon
Inspection number	10098138
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 to 8
Total number of places	26
Number of children on roll	20
Name of registered person	Silverton Pre School Playgroup Committee
Registered person unique reference number	RP521266
Telephone number	01392 861353
Date of previous inspection	11 February 2019

Information about this early years setting

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.

Information about this inspection

Inspector

Katherine Lamb

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector held a meeting with the manager and the chair of the committee. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and considered the impact on children's learning.

We carried out this inspection 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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