

Inspection of Silverbells Preschool

St Barnabas Church Hall, Middlepark Road, Dudley DY1 2LD

Inspection date: 22 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy the time they spend in this vibrant, stimulating and wholly inclusive pre-school. They have fun as they eagerly participate in a range of exciting and interesting activities that are tailored to meet their individual needs, interests and learning styles. Children are happy when they arrive. They greet their friends and staff and then settle quickly to their chosen activity. Children concentrate as they fill and empty containers with rice. They count how many small cylinders it takes to fill a larger one. They know that only four can take part in the activity at any time, so they count the number of children and say that they can take turns. Staff skilfully enthuse children to learn. Children thoroughly enjoy listening to stories. Staff tell them the name of the person who wrote the book and that they are called the author. Children are enthralled as they listen to a story about a monster, which is read with intonation and expression. They join in with much gusto as they vigorously shake their bodies when staff shake the book to get the monster out. Staff use the story to teach children how to care for books. They talk about treating books carefully and not ripping them. Staff expertly extend children's play to enhance their learning. They are skilful in knowing when to intervene or when to leave children to extend and develop their own play.

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

- The pre-school benefits from a strong leadership team, dedicated and enthusiastic staff and a committee which is totally supportive. They work closely together and strive to provide the best possible care and learning for the children who attend.
- Managers and staff continually evaluate and improve the quality of the provision. They attend copious amounts of training and continually seek out new and innovative ideas. Staff are encouraged to develop and implement their own ideas to further enhance the already excellent outcomes for children. For example, staff eagerly talk about the 'wow' board they have implemented to encourage parents to be proud of what their children do and to share information about what children's interests and achievements are at home.
- Children's communication and language skills are given high priority. Staff work closely with other professionals, including speech and language therapists. They engage children in conversation and encourage them to repeat sounds and words. Staff ask children open-ended questions and provide them with time to respond. They are interested in what children have to say and are respectful of children's suggestions and ideas. Staff use signs and symbols to enhance children's communication and ensure that every child's voice is heard, regardless of their individual level of communication.
- Children's physical skills are exceptionally good. They climb onto crates and balance while they patiently wait for another child to show them the green sign

so they can start the obstacle course. They skilfully jump from the crate into a hoop, spin the hoop around their bodies and throw a bean bag into a tyre.

- The manager monitors the progress that children make. She swiftly identifies any areas where children may need additional input and support. Excellent inter-agency working means that early intervention is put in place quickly to ensure that all children make the very best possible progress that they are capable of.
- Children learn about customs and cultures that are different to their own experiences. They learn about Chinese New Year and explore displays which show Chinese calendars and a newspaper with Chinese writing on the front page. Children look at words and pictures that represent Chinese New Year and copy Chinese letters in the mark-making area. Children learn about themselves. They look in a mirror, draw themselves and can recognise differences and similarities between themselves and others.
- Partnership working with parents is exceptionally strong. Staff work closely with parents to build relationships that will benefit the children. Parents are fully involved in their child's learning. Staff have made activity bags which they send home to encourage parents to do extra activities with their children, such as going on walks to collect leaves. Children also take home a book every week to share with parents and encourage language and reading. Parents are extremely happy with the service provided. They say that it is the best nursery ever, that staff are fantastic and that children love to attend.
- Children behave exceptionally well. They learn to share and take turns. Staff sensitively incorporate feelings and respect for others into children's play. They continually remind children to use their manners and to consider the needs of others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent working knowledge of safeguarding procedures. Keeping children safe is given utmost priority and staff are vigilant in identifying any possible cause for concern. They have attended copious amounts of safeguarding training, including online training, which they update regularly. They are all fully aware of the signs that may indicate a child is suffering from abuse or neglect. This includes wider safeguarding concerns, such as preventing children from being drawn into extreme situations. The premises are safe and secure and there are stringent procedures in place for the safe collection of children.

Setting details

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| Unique reference number | EY544793 |
| Local authority | Dudley |
| Inspection number | 10129980 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 to 4 |
| Total number of places | 28 |
| Number of children on roll | 24 |
| Name of registered person | Silverbells Pre School Committee |
| Registered person unique reference number | RP905015 |
| Telephone number | 07790303839 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Silverbells Preschool registered in 2017 and is located in Dudley. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one who holds level 4 and one who holds level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the pre-school manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the pre-school manager and the deputy. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the pre-school.
- The views of parents were taken into account during the inspection.

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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