

Inspection of Silverstone Pre-School

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

Inspection date:

5 February 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 are happy, engaged and enjoy their time in this welcoming and child-centred setting. They enter with enthusiasm, and quickly lead their parents to a board where they find their photograph and name-card to register their attendance. This helps children to recognise print in written form.

Staff support children to be safe in their play. Children can access the spacious garden throughout the day. They show skill as they climb a stack of tyres in the garden with ease and agility. Staff remind them to be 'safe' and that there must only be 'one at a time'. Children listen and respond appropriately. They revel in using the wheeled toys to zoom up and down the slope in the garden. They show good skills as they steer and move these around the garden safely.

Staff value and promote children's good behaviour and have high expectations for this. Children listen to what is asked of them and understand the routines of the setting. For example, they know to wash their hands before they have snack and lunch. This also helps to promote their health and well-being.

Children demonstrate good speaking skills which staff support well. For example, when children play with the sea creatures in the water, staff use words such as 'plankton' and 'swoop' when describing how a whale eats in the water. This also supports children's understanding of the world.

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

- Staff help children to develop a love of books. Older pre-school children enjoy predicting what will happen next as well as copying words from the story. When listening to the story about the wonky donkey, children laugh with delight as the sentences become longer and more elaborate. Younger children sit with staff and help to turn pages of books with them. They point out animals they recognise and enjoy making the sounds they make.
- Staff provide children with opportunities to learn about numbers. Children hide foam numbers in the garden. Older children enjoy placing these in order as they find them and can tell staff which numbers are missing. However, staff are quick to step in when children are unsure of how to complete challenges they come across. For example, staff ask children how they can paint the bottom of a box. Before they have a chance to respond, staff show them. This limits children's opportunity to solve their own problems.
- Children demonstrate positive and respectful attitudes. They listen to their peers when they ask staff questions during circle time and show a willingness to help. For example, children enjoy helping to sweep pasta off the floor with staff. Children show good independence. They spread butter and jam on crackers and

attempt to put on their coats for outside play. Children choose how they want to play, and change and adapt their play using the wealth of accessible resources.

- The manager and the committee are focused on improving the quality of the pre-school and have addressed improvements required from the previous inspection. All staff and committee members have undergone appropriate checks to ensure they are suitable. Regular meetings and annual appraisals ensure staff have opportunities to receive coaching and support. The manager monitors staff interactions with children. However she does not consistently use what she knows to enhance and develop staff's skills to the highest levels. Furthermore, not all staff are fully aware of the role of other agencies with regard to safeguarding reporting.
- Staff know the children well in the setting and speak with confidence about the progress they make and of what they need to learn next. They complete regular and precise assessments of children's learning. Staff use this information to identify any gaps in learning. They thoughtfully plan a wide range of worthwhile and interesting activities to enable every child to make the progress they are capable of.
- Children take part in a range of activities that broaden their experiences. For example, all children are encouraged to develop a love and enjoyment of books, and they borrow books to take home to support parents to extend this further. The pre-school takes an active part in the community. They go on walks to learn about where they live and make models from recycled materials to display in the café for the wider community to enjoy.
- Staff work well in partnership with parents. They take time to find out as much as they can about children's individual needs before they begin at the pre-school. Staff use this information to help plan and tailor the play environment to reflect children's interests. As a result, children settle quickly and easily, and show secure relationships with all staff and children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about children's safety and well-being. They have a secure knowledge of the signs and symptoms of abuse and overall, they know how to report any concerns. However, some staff's knowledge about which agencies they need to liaise with could be developed further. All staff have completed up-to-date safeguarding training, including the wider aspects of this. The designated lead for safeguarding works closely with other agencies to ensure children's welfare is paramount. Robust risk assessments are in place to ensure areas children have access to remain safe and suitable for children to play.

What does the setting need to do to improve?

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

- develop staff's knowledge further about who to liaise with should a safeguarding concern arise
- enhance opportunities for children to solve problems for themselves
- strengthen the systems for monitoring staff's performance to help to extend their skills and knowledge, in order for children to make the best progress possible.

Setting details

Unique reference number	219960
Local authority	Northamptonshire
Inspection number	10099267
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 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Silverstone Pre-School Group Committee
Registered person unique reference number	RP910421
Telephone number	01327858886
Date of previous inspection	12 February 2019

Information about this early years setting

Silverstone Pre-School has been operating since 1969 and is located in Silverstone, Northamptonshire. The pre-school employs eight members of childcare staff, all of whom hold early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm on Monday to Thursday, and from 9am to 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The inspector and the manager completed a walk around the pre-school and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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