

Inspection of Silkstone Pre School Playgroup Ltd

Old Town School, High Street, Silkstone, Barnsley, South Yorkshire S75 4LR

Inspection date: 6 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming pre-school happy and eager to learn with their friends. On arrival, they are supported to find their coat pegs and are eager to join their friends in activities. Children move calmly as they confidently choose from a wide range of resources and activities. They have well-established friendships. They move around holding hands and having meaningful conversations with their peers. 'We've got the same skin', says a child to their friend as they play with their feet in the sand.

During supervised activities, children are well engaged while they explore their environment. Children demonstrate their growing vocabulary as they take turns in discovering whether items 'float' or 'sink'. They show good levels of concentration and are motivated to learn.

Children feel safe and secure, and they understand the well-established routines. They are informed during circle time that a teacher from 'big school' will be visiting and are eager to share their knowledge and opinions with her. Children have wonderfully developed social skills as they engage in conversation with visitors and share their experiences and opinions.

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

- Children behave well in this pre-school. Staff have clear and consistent expectations of children's behaviour. Children are calm and considerate as they explore the indoor and outdoor areas. This results in an environment that supports learning well overall.
- Partnership with parents is effective. Parents feel that they are provided with the information they need to support their children's learning through daily chats with the key person and regular information on their children's progress. This results in a sense of community and belonging for the families and children who attend this pre-school.
- The manager has clear, ambitious intentions for children's learning, which is shared by the whole staff team. She is highly skilled and experienced at leading the staff team to deliver the curriculum. They have established an environment which, overall, meets the needs of the children attending the pre-school. However, although the manager has identified that children have few opportunities to develop their physical and gross motor skills, she has not yet had time to address this weakness.
- There are lots of opportunities for children to extend their mathematical skills and language. Staff role model mathematical language effectively as they interact with the children, both indoors and outdoors. Children engage well in activities and confidently share their knowledge. 'Wood floats', a child exclaims

as he predicts what will happen next during an activity. Children are making good progress in their mathematical development.

- Staff recognise that some children need additional support to access learning. They adapt the environment and their interactions to meet the needs of children with special educational needs and/or disabilities (SEND). They work well in partnership with external agencies to support their practice and improve the outcomes for children. Children with SEND display high levels of well-being and are making good progress.
- Children are confident in communicating with both their friends and adults. They are listened to and given time to respond, developing their confidence in speaking. This is enhanced at circle time, where children can share their experiences and feelings. 'I am happy because I am having spaghetti bolognese for lunch,' says a child as their friends take their turn to speak. Children are developing good communication skills and recognising their uniqueness.
- Quality interactions with children are consistent throughout the staff team. Staff have good knowledge of the unique needs of the children at the pre-school, and this is supported by an effective induction process. The manager has acted on a previous recommendation, and she has an excellent understanding of the support and training needs of each staff member. Staff state that they are well supported, and this results in a motivated and enthusiastic staff team. Children are provided with good-quality, child focused interactions, and this enhances their knowledge and builds on current knowledge.
- Staff encourage children to develop good independence skills. For example, children at snack time are supported to put the cream cheese on their crackers. Children can also move freely between the indoor and outdoor areas, selecting the activities they like. Children are learning the independence and decision-making skills they need for their future lives.

Safeguarding

The arrangements for safeguarding are effective.

Staff at all levels have a good knowledge of the indicators of child abuse and how to report their concerns effectively. All staff are knowledgeable about 'Prevent' duty and the risks of radicalisation. Staff work closely with other professionals to safeguard children. Leaders consistently support staff to keep their knowledge up to date through attendance at regular training and supervision sessions. Staff undertake daily risk assessments to ensure the safety of the provision. Risk assessments have been reviewed, and outings now have higher ratio of staff to children.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their physical and gross motor skills.

Setting details

Unique reference number	302858
Local authority	Barnsley
Inspection number	10279752
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	39
Name of registered person	Silkstone Pre-School Playgroup Limited
Registered person unique reference number	RP522908
Telephone number	01226 792294
Date of previous inspection	7 September 2017

Information about this early years setting

Silkstone Pre School Playgroup Ltd registered in 1977. The pre-school employs six members of childcare staff. Of these, one has an appropriate early years qualification at level 6, two are qualified at level 3, one is qualified at level 2 and two are unqualified. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm, and the pre-school offers an out-of-school club for older children. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Debbie Crookes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the manager and carried out a learning walk with them. This helped her to understand how the manager organises the provision and curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke to children, parents and staff throughout the inspection.
- A joint observation was carried out with the manager and inspector.
- The inspector held a meeting with the manager. She looked at various documents, including those relating to the suitability and qualifications of staff.

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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