



Silverhill School

Inspection report for early years provision

Unique Reference Number	EY297881
Inspection date	01 August 2005
Inspector	Timothy Butcher
Setting Address	Silverhill School, Swan Lane, Winterbourne, Bristol, Avon, BS36 1RL
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Registered person	Careernature Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Silverhill, a co-educational independent school for pupils aged two and a half to eleven years, first registered to provide out of school care in 2004. The school was originally established in 1947 and is located in the village of Winterbourne, South Gloucestershire. Children attending the school live within a fifteen mile radius.

The school has a number of buildings set in twelve acres of ground. Location of the group will be determined according to activities, the number and age of children and includes, the nursery, transitional classrooms, the hall, food room, late room, library and entrance hall. Outside children have access to the enclosed area attached to the

nursery, the orchard and playing fields.

Out of school care is exclusive to children attending the school. Extended day care will be offered during term time from 08:00 to 08:30 hours, and 015:45 to 18:00 hours. The holiday play scheme, known as Scamps, operates from 08:00 to 18:00 hours, and is booked by sessions. There are currently 90 children aged from 2 to under 8 years on roll for out of school care.

Extended care will be offered by the same teaching and nursery staff who work during the day.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have their health needs met well because there is good communication with parents and information is shared about children's medical conditions or illnesses. Staff are sensitive to each child's particular needs. For example, children feeling off colour or over-tired are able to use the 'snooze car' to rest. Staff have a close relationship with children, provide cuddles and close contact, so that children feel comforted and emotionally secure. Children can rest or be active according to need.

Children learn the importance of good hygiene practice through regular routine. For example, children are encouraged to wash their hands after messy play and before snack time on each occasion. Younger children learn these skills with staff support. Older children, as they become more independent and understand the need for good hygiene, take greater responsibility for themselves. Children understand the need for good hygiene procedures around food, for example, by spontaneously helping staff to prepare surfaces before snack time.

Children are encouraged to eat healthily. Parents provide snacks and packed lunches. Children have access to fresh drinking water throughout the session and at snack time.

The required documentation for the administration of medication and for accidents is held and this appropriately contributes to the safeguarding of children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children attending the out of school club and holiday scheme are familiar with their surroundings as they attend Silverhill School. The layout of the nursery and transitional classrooms provide comfortable and child-centred accommodation, made welcoming to children. Examples of children's own artwork and creations are on display, giving additional colour to surroundings.

The procedure for identifying and recording children's attendance is not consistently

adhered to and as a result, although staff are aware that children are present, the record does not always clearly show this. Should an emergency occur and a roll call be necessary, children's safety is potentially undermined.

Children are kept safe through effective procedures to identify potential hazards. Positive actions are taken to minimise risk. For example, stair gates are in place to restrict children's access to particular areas and there is a secure system of entry to the building. Risk assessment is routinely carried out for all areas of the school and includes, for example, each specific day trip that the holiday scheme undertakes.

Children are supervised at all times and staff prompt children to follow basic safety rules. As a result, children learn to have a regard for their own safety and that of others. Children know where to go and what to do in the case of a fire. They also understand that they should ask staff to move larger items of outside play equipment, for example when they adapt apparatus to be 'dark stars' in pretend play. Children are able to move around safely within agreed boundaries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed, happy and settle quickly. Children benefit from the knowledge, skill and experience of practitioners, who know each child and their interests. Children are well engaged in a broad range of activities that are stimulating and developmentally appropriate. Activities are planned around a weekly theme, for example, 'the seaside' and include indoor and outdoor play with some opportunities for day trips out. Children confidently choose from a good range of toys and other resources that are either set out in readiness or are easily accessible.

Children clearly enjoy the many creative activities on offer to them. Children's learning and enjoyment is supported through skilled staff interacting. For example, staff explain about the possible effects of mixing colour. Children use the painting materials to paint the clay pots they have made previously. Younger children are helped to experience texture and explore with paint. Older children explore for themselves and extend their learning, alongside each other; with staff providing sensitive support where needed. Children are proud of the pieces of work they produce.

Children interact well with each other. Older children show consideration for younger children, for example, by helping them to peel fruit at snack time and by explanation about how to play a card matching game; so that they can all participate. Children are confident and eager to talk about the ideas they have and what they have done.

Helping children make a positive contribution

The provision is good.

Children's emotional needs are met well. There is good continuity of care as staff also work within the school setting. Children have consistent routines and are familiar

and relaxed in their surroundings. Staff are aware of children's home circumstances as there is good communication between staff and parents. As a result children have their individual needs met and are helped to feel secure and valued. Children new to the setting also readily settle because information about each child has been gained from parents and staff provide sensitive support to them. Children quickly gain in confidence and begin to play a full part in activities with others.

Parents report positively on the relationship with staff and the care that their children receive. Parents know that they can readily talk with staff, usually at the point of arrival or collection of children.

Generally children are well behaved. They are familiar with the over-arching school rules and the behaviour expected of them. They treat each other with respect, for example, knowing to take turns. Staff use simple explanations to remind children of expectations. Children enjoy close relationships with staff.

Organisation

The organisation is good.

The out of school and holiday play-scheme has the required documentation, policies and procedures in place, many of which are integrated with the school's systems. The information and other processes contribute to children's overall health, safety, wellbeing and protection.

The staff team are qualified and experienced. They plan a wide and balanced range of activities that children enjoy. Children purposefully engaged in a variety of activities that they find of continued interest as staff manage space, resources and time effectively. Children benefit from a committed staff group who are familiar to them.

The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the system for registering attendance is consistently used so that children's arrival is recorded promptly

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk