

Pavilion Pre-School

Inspection report for early years provision

Unique Reference Number	220118
Inspection date	18 September 2007
Inspector	Susan Marriott
Setting Address	470 Billing Road East, Billing Road East, Northampton, Northamptonshire, NN3 3LF
Telephone number	01604 629360
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Registered person	The Pavilion Pre School
Type of inspection	Integrated
Type of care	Sessional 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Pavilion Pre-school was established in 1979 and moved to its current location 18 years ago. The pre-school is run by the trustees and a committee of elected parents. It operates from purpose-built premises with its own outdoor play area and car park. The pre-school mainly serves the local residential area situated on the eastern outskirts of Northampton.

The pre-school is open between 09.00 and 12.00, and from 13.00 to 16.00 on five weekdays, during term time only. Full and part-time sessions are offered. A maximum of 24 children aged from two years six months to five years may attend the nursery at any one time. There are currently 67 children on roll and of these, 29 receive funding for nursery education. The nursery supports a number of children with learning difficulties or disabilities and is able to support those who speak English as an additional language.

There are eight staff who work with the children and of these, six hold appropriate childcare qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives input from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective health and hygiene policies and procedures. Sick children are excluded from the provision to minimise the spread of infection and the premises are maintained in a properly clean state. Tables are regularly sprayed with anti-bacterial spray and the toilets are kept clean and hygienic. Children receive appropriate treatment in a medical emergency because all staff hold current and suitable first aid qualifications and the first aid box is accessible and suitably stocked. A first aid check list book ensures that supplies do not run out and that sterile dressings are discarded and replaced. Staff conscientiously record all accidents and include the relevant details to protect children's welfare. They complete nappy change advice slips for parents when changing children's pull-ups.

Children learn about germs and healthy living through the daily routines because staff remember to promote discussion about the reasons for hand washing. For example, children are encouraged to wash the paint off their hands using a piece of sponge and are copiously praised for achieving success. Photographs on the walls of the toilet area reinforce the hand washing procedure in picture format and tissues are readily available for keeping noses clean. Children are able to rest in a comfy book corner, suitably furnished with a child-size sofa and cushions.

Children benefit from healthy snacks and their dietary needs are met because staff work well with parents. The snack rota is displayed for parents' information and includes plenty of fruit. Snack time is being used to good effect as a learning time for children, promoting social skills and the development of independence. For example, children serve themselves and pour their own drinks. Children do not become thirsty whilst playing because they can ask for a drink at any time and can help themselves to a drink from an easily accessible jug of water and cups.

All the children enjoy daily indoor and outdoor activities which enables them to develop control of their bodies and improve their physical skills through a generally appropriate level of challenge. Children get outside in the fresh air on most days and relish their time in the garden. A vast range of outdoor play equipment provides opportunities for children to climb and balance. Children use the fixed activity frame, bikes, tricycles, rockers and cars. Young children demonstrate a noticeable ability to cope with the varying surfaces, slopes and changes of level as they manoeuvre their toys around the garden. Older children enjoy an increased range of challenge in the garden. For example, staff set appropriate tasks and support children on an individual basis, throwing and catching balls, kicking a football into the goal net and playing under the parasol-covered sand tray. On the day of inspection, children eagerly participated in a 'treasure hunt' as they searched for numerals hidden in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept very safe in the pre-school because staff give excellent priority to security issues. Children's safe arrival and departure is particularly well monitored and children are very well supervised at all times. Staff record fire evacuation procedures and carry out drills with suitable frequency to ensure the safety of the children. Staff monitor visitors to the setting by keeping a visitors book. Relevant risk assessments are completed on a daily basis and the garden is thoroughly checked before use. Although children understand that they must not enter the kitchen area during sessions, there is no precautionary measure in place to prevent them from

doing so and accessing potentially hazardous items in cupboards and drawers. Children learn to keep themselves safe in the setting because staff give good explanations as to why, for example, it is necessary to wait on a chair until parents come to collect them.

Children are warmly welcomed and well cared for in a pleasant, suitably safe and secure indoor and outdoor environment. The staff have put up posters and pictures to make the rooms attractive for children and there are some displays of children's work which enhance the environment. Limited storage facilities mean that the playrooms appear somewhat cluttered. The door to the store cupboard remains open at the start of the session and precariously stacked equipment presents a potential hazard to children and staff. Some resources are clearly labelled and some are not. Nevertheless, staff work hard to ensure that children can access resources in the playrooms easily and independently.

Children's welfare is properly safeguarded because they are protected by vigilant and caring, informed adults who understand current child protection policies and procedures in line with those of the Local Safeguarding Children Board. Most staff have received suitable training in this field and relevant and current reference information is readily accessible. However, the written policy has not been appropriately updated.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their play and learning because staff are confident, enthusiastic and highly-skilled in their childcare practice. Staff provide a broad range of worthwhile activities, both indoor and outdoor, which engage children throughout the pre-school in the learning process. Children actively participate in the purposeful activities and clearly enjoy the harmonious atmosphere. Children have clear routines to their sessions and follow set procedures for certain activities which help them feel secure. Planning and assessment documentation refers to the 'Birth to three matters' framework and shows how the setting takes general heed of the guidance when working with children under the age of three years. Staff provide positive role models for children and give sensitive support to all children. Children are happy, settle quickly and relate well to other children and staff, who encourage and build children's vocabulary through constant praise and recognition as they support play. Staff get to know the children very well and skilfully adapt their level of language and questioning to reflect each child's stage of development.

Nursery Education

The quality of teaching and learning is good. All staff have a competent knowledge of the Foundation Stage and deliver a varied programme of play-based activities which provide an overall balance across all six areas of learning. Children are making good progress towards the early learning goals given their ages and starting points. Children are happy and settle quickly in the gentle and nurturing environment. They generally display high levels of involvement and gain a sense of achievement, self-confidence and self-esteem through planned and spontaneously chosen activities. Older and more able children maintain their interest in the activities due to the skilful intervention of staff who re-direct their learning appropriately. Staff work together as a very effective and committed team deploying themselves to support children's learning with sensitivity and respect.

Planning builds on the Foundation Stage guidance. Staff are intuitively able to interpret the basic plan and adjust appropriately to the developmental stage of each child as they work. A half-term topic is identified and activities are planned to support the chosen theme. However,

staff do not refer to the full range of stepping stones as they work. The setting is not using the stepping stones in an appropriate way to secure and progress the learning of some children in a consistent manner. The year begins with a heavy focus upon the yellow and blue stepping stones. There is little differentiation on the planning sheets to address the needs of children who may learn at different rates. This means that children may not always access the appropriate stepping stones which reflect their current stage of development and ability. Conscientiously kept assessment folders are based upon dated observations, arranged under the six areas of learning and parents and carers are able to make their own contributions. Photographs and examples of work are dated and provide evidence for assessment. Staff evaluate activities effectively and use this information to monitor the quality of the provision. It is not clear that assessment is fully effective in securing children's progression in learning and informing the next steps in the learning programme. The potential impact of weaknesses in the planning and assessment systems on the children is currently minimised by the efficient, practical teaching skills exhibited by the staff team.

Staff use clear and highly skilled teaching techniques which they confidently adapt to suit the various ages of children at this setting. Children enjoy good, trusting relationships with staff who get down to their level and engage in meaningful questioning, conversation and discussion which develops learning through play. Snack time is a positive and effective learning time for the children. They develop their hand-eye coordination as they pour their own drinks and make their selection of fruit. A range of strategies are employed by staff to utilise snack time as a purposeful learning experience. For example, older children eagerly line up and wait to find out which table number they must look for. Good emphasis is placed upon the development of positive relationships. Children are invited to choose Daisy or George, the birthday bears, to spend the night with them on their birthday, to see the children open their presents and to share the fun.

Appropriate emphasis is given to the development of children's speaking, listening, reading and writing skills. Children gain confidence to speak in front of a small group as they tell one another about their pets and their friends learn to listen courteously. Children discuss the letter of the week and the sound it represents. Children learn to recognise their name card on arrival with their parents or carers and post it into the red posting box opposite the pre-school entrance. Children share books with their friends and benefit from being split into age related groups at story time. This means that staff can select appropriate stories to suit the developmental stages of the children. Children learn about numbers, use mathematical language and solve simple problems.

For example, children know that a limited number of children may play in the water tray at one time and regulate this themselves. They thoroughly enjoy the number hunt in the garden during the afternoon.

Children learn about basic information technology and a wide range of construction toys enables children to build and fix pieces together, improving manual dexterity. Their constructions are proudly displayed on the window sill for parents to admire at collection time. Photographs show that children learn about their community through visitors to the pre-school, such as the school crossing patrol person, the police dog handler, a fireman and a nurse. Children enjoy a wide range of indoor and outdoor activities to promote physical development. They explore paint and print, using their own ideas to create their own pictures and freely access musical instruments. Children begin to use imagination playing alongside others in role play situations such as a fire station and hospital, which reflect the theme of 'People who help us'. Staff extend

ideas as needed, model roles they might use, ensure all can join in and that children share resources fairly.

Helping children make a positive contribution

The provision is good.

Children from the local community are warmly welcomed and included in all activities. Children develop their understanding and appreciation of others through simple planned activities that promote a greater awareness of the wider world. Children participate in art and craft activities connected with celebrations and taste cultural foods. Staff dress up at Divali. Children who have varying needs receive excellent support. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. Children's learning difficulties and disabilities are recognised and met sensitively. Children who may have learning difficulties receive appropriate intervention and referrals to suitable professionals outside the provision. Staff provide excellent role models for children by being calm and polite. Staff praise children freely, ensuring that they develop confidence and self-esteem and understand when they have done well. Children are well behaved in response to the consistent expectations of caring staff and any adverse behaviour is corrected using positive language. Children's spiritual, moral, social and cultural development is fostered.

Staff work really hard to develop a positive partnership with parents to support children's progress in learning. Parents may serve on the committee, which is elected at the annual general meeting in October each year, and can become involved in fund raising. Extensive information is available for parents on a daily basis, because the hallway is used extremely well to display a wealth of information. Staff try to encourage a two-way flow of information, knowledge and expertise. Parents are warmly welcomed into the provision and are well supported by staff during the settling-in process through induction sessions. Staff encourage parents to share information about their children and they are able to see their child's records and regularly contribute to them if they wish. When working well, this arrangement of two-way sharing benefits the child and enhances their learning. This underpins their progress in the pre-school and consequently their ability to fully contribute to the provision. The partnership with parents of children who receive nursery education is good.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. The established and experienced staff team are well supported by the supervisor and the parent committee who oversee the management of the pre-school and this safeguards and promotes children's care and welfare. The supervisor and the committee officers work alongside their staff team as required and therefore have a 'hands on approach' to every aspect of the pre-school operation. The mature and stable staff team are well qualified and dedicated to the concept of quality childcare and education. They are actively involved in planning and decision-making and contribute to the continuous monitoring of the setting through self-evaluation and reflection in line with 'Every Child Matters'. Staff follow children to the activities which engage their interest and provide effective support to draw the learning from play. This promotes highly positive outcomes for children. Staff demonstrate a genuine affinity with children; they respect children's feelings, value their comments and clearly enjoy their company. Documentation is mostly clear and generally accessible, although some minor amendments to policies have not

been completed. Staff clearly and confidently speak about their procedures to follow in the event of a range of scenarios. Planning and assessment systems continue to evolve, are increasingly secure and progress children's learning. Overall, children's needs are met.

Improvements since the last inspection

Two recommendations were raised at the last inspection of day care. The pre-school was asked to develop staff awareness and understanding of the care of children with special needs and to review policies and procedures in line with requirements. Staff have attended training to develop their awareness and understanding of current legislation and guidance about the care of children with learning difficulties and disabilities. The supervisor is the designated co-ordinator. Policies generally meet requirements, are implemented consistently by staff and are shared more effectively with parents. However, the system has recently been allowed to lapse and minor matters relating to this issue are identified as a further recommendation, following this inspection. The actions taken by the pre-school have satisfactorily addressed the issues raised and improved the quality of care for children.

At the last inspection of nursery education, three key issues were identified. These concerned the use of observations; the improvement of monitoring and evaluation systems and the promotion of children's ability to operate creatively. The pre-school has worked with advisers to devise ways of using observations effectively to identify children's achievements and future learning needs. Emergent monitoring and evaluation systems are beginning to provide a useful tool in ensuring the quality of all aspects of the pre-school practice is continually improved. A workshop area has been set up in the playroom, enabling children to freely access a wide range of resources and investigate creatively, without focus on an end product. The actions taken have improved the quality and standards of nursery education.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 store cupboard and the kitchen area is not accessible to children

- review and amend policies and procedures to reflect current legislation.

The quality and standards of the nursery education

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

- improve planning systems, using the stepping stones in an appropriate way to secure and progress the learning of all children in a consistent manner.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk