

The Pavilion Pre-School

Inspection report for early years provision

Unique Reference Number	159394
Inspection date	05 February 2008
Inspector	Sarah Morfett
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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?

The Pavilion Pre-School is a privately run sessional group located in Petts Wood, in the London borough of Bromley. It opened in 1996 and operates from two rooms in a Pavilion. A maximum of 38 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:15 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from two years to under five years on roll. Of these, 38 children receive funding for early education. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. All of the staff hold appropriate early years qualifications and two are working towards the next level of qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment because staff follow effective cleaning routines. For example, tables are wiped with antibacterial spray and the toilets are regularly monitored throughout the session. Children understand the need to wash their hands before they eat, after going to the toilet and after messy play as they receive regular reminders and are prompted by signs in the bathroom. They are provided with good resources which are within easy reach and enable them to manage their own personal hygiene well. Good systems are in place to protect children. For example, accident records contain clear details and a thorough medication procedure is in operation. All of the staff are first aid trained and would be able to administer help in an emergency. Therefore, positive steps are taken to promote children's health and well-being.

Children have ample opportunities to be active each day as outside space is utilised well. They use a varied range of equipment which challenges them physically. For example, riding bikes and throwing balls helps them to develop large motor skills. Taking part in organised music and movements sessions means children are learning how to control their bodies.

Children enjoy a healthy range of snacks during the session. They can choose from apple, banana, pitta bread and cheese. They have easy access to fresh drinking water throughout the session, taking a drink when they are thirsty. Therefore, they are suitably hydrated at all times. They learn about healthy food and what is good for them through well organised activities. Therefore, their understanding of being healthy is promoted very well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in two main rooms within a sports pavilion. Rooms are brightly decorated with children's pictures and there is a wide range of toys and resources set out to invite them to play. Children are able to move around easily and make choices about what they play with. The premises are well maintained and children benefit from lots of natural light. All furniture, toys and equipment are kept clean and in good condition. Thorough steps are taken each day to ensure that the areas children play are safe and secure. For example, in each room staff take responsibility for completing a full and comprehensive risk assessment. Special consideration is given to securing the outside areas before children play and they are reminded about any hazards; for example, if it is wet and slippery. Emergency evacuation procedures are clear with staff having designated roles. Children become familiar with the routine as this is practised regularly. Therefore, they are learning to keep themselves safe.

Children are safe and secure within the group because staff fully understand their role in protecting them from harm and neglect. The child protection policy is informative and includes local and national contact numbers. There are clear procedures for staff to follow should they have a concern about a child in their care. Therefore, children are thoroughly safeguarded in the pre-school's care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the pre-school. They arrive eagerly each morning, are greeted warmly by the staff and demonstrate good levels of well-being and involvement as they make choices about what they become involved in. The pre-school is set out in areas where children can identify and select activities that promote all areas of learning. For example, there are areas for construction, art and craft, small world activities, mark making, role play and reading. Activities are well planned using the 'Birth to three matters' framework and the Foundation Stage curriculum. These offer children a wide variety of experiences and provide them with balance and challenge.

Younger children make good progress as staff support their learning opportunities well. For example, children develop a game by putting some paper on the floor and using it as a train track. Staff encourage their imaginations by asking questions at the young children's level, often repeating new words. Therefore, helping them to become skilful communicators.

Children have good relationships with the staff. They look to them for reassurance when they are unsure and call them to watch when they are pleased with what they are doing. They develop a sense of belonging as they follow the familiar routines which staff review to enhance opportunities for the children. Children thrive within the warm and supportive relationships built.

Nursery education.

The quality of teaching and learning is good. Children are progressing well as they move through the stepping stones towards the early learning goals. Staff's understanding of the Foundation Stage is well developed because they have very good training opportunities to develop their knowledge. They use a variety of effective teaching methods to help children learn; for example, using open-ended questions such as, 'how' 'why' 'where' and 'what' makes them think and good clear discussions at a level the children can understand helps to promote their knowledge of a wide range of subjects. Staff and parents work together to establish what children can do when they first start. Therefore, the group have a good sound base to move them forward from. Regular observations are made to record children's development and used to identify the next steps in learning for them. A report of how they are doing is provided for the parents each term. Although this system charts their progress well the staff are often repeating themselves and possibly duplicating work. This is an area that the team are working on streamlining to ensure it is more effective in showing how children are making good progress. Planning is well documented, covers all areas of learning and is differentiated to ensure the needs of all children are met. Regular evaluation of the planning means activities are based on children's interests and learning needs.

Children develop confidence and independence as they are given good opportunities to manage age appropriate tasks, such as, taking themselves to the toilet and pouring their own drinks at snack time. They show care and concern for others as they greet their friends in the morning with a smile or a cuddle. They are provided with a good range of resources which fuel their imaginations. For example, all of a sudden playing at hospitals turns into a trip into space as children say they are on a 'special mission' using the information they have gained from activities on that theme. They develop good writing skills. For example, when they are encouraged to write their names on their pictures and are provided with a good range of writing materials within the activities. Therefore, they are learning to ascribe meaning to marks. They show

interest in books and begin to develop good pre-reading skills as they tell a story from the pictures in a favourite book.

A good variety of mathematical experiences are available and children are gaining confidence with numbers, counting and recognising shapes. Staff develop children's understanding of maths concepts through effective questioning. For example, by asking them 'how many' or 'how long' and offer challenges by providing scales for weighing in other activities, therefore, they can investigate and experiment. Children learn about the wider world as they take part in festivals and celebration from other cultures. They have access to a laptop and are able to complete simple programmes which support their learning well. Children freely express themselves through a good balance of adult or child led creative activities. The pre-school plan and provide a good range of activities, experiences and play opportunities, help children make good progress and prepares them for school.

Helping children make a positive contribution

The provision is outstanding.

Children are treated as important individuals within the pre-school because staff value and respect them. For example, they take time out to listen to what they have to say. They gather a wide range of information about each child. Therefore, they are able to cater for their specific needs. The children have extensive opportunities to learn about themselves, each other and the world around them. They join in with planned activities which promotes diversity, such as, celebrations for Chinese New Year. They take part in food tasting, art and craft activities, dressing up and opportunities to use chop sticks through familiar activities like snack time. Therefore, their understanding of people's differences is extremely well developed. Through this positive approach children's spiritual, moral, social and cultural development is fostered extremely well.

The pre-school are thoroughly committed to including children with learning difficulties and/or disabilities. High regard is given to staff training to enable them to support the children and their families effectively. Excellent working relationships are developed with other professionals who offer advice and practical help when identifying a child's special need. Parents are involved every step of the way and work closely with the staff to ensure that children are given every opportunity to move forward.

Children's confidence and self-esteem is prompted through frequent praise and encouragement. Highly effective strategies are used to manage behaviour. For example, staff distract them if they notice a situation is likely to get out of hand, therefore diffusing it before it starts. Children learn to problem solve as staff support and guide them to resolve issues themselves. Therefore, they learn to take responsibility for their own actions.

An excellent partnership with parents contributes significantly to children's well-being in the pre-school. They are provided with a wealth of written information about the group and enter into firm written agreements, ensuring that parents' wishes are taken into consideration. Communication with parents is a particular strength of the group. They provide positive feedback each day, inform parents of the day's events on a board outside the door and invite parents to give feedback through a parent questionnaire. Parents are fully involved in the pre-school, for example, soon after the children have started they are invited in to a lunch to meet other parents and most days a parent comes in to help out. Children benefit greatly from the varied range of skills the parents bring to the group.

The partnership with parents is outstanding. Parents report that they are extremely happy with the care and education their children receive. They are provided with extensive information about the Foundation Stage and the broad range of activities which promotes the Early Learning Goals for children. Parents are aware of ongoing observation and assessment knowing they can discuss this at any time with their child's key worker. They particularly value the report they receive detailing the progress the children have made. Therefore, they are fully involved in their child's learning.

Organisation

The organisation is good.

Children are happy and settled in the well-organised environment. They feel secure and totally at ease with familiar staff and surroundings. Space is utilised well and the group maintain a very good adult-child ratio. Staff are effectively deployed throughout the session ensuring children receive very good support. All staff are suitably checked and vetted and hold an appropriate childcare qualification. The registration certificate is displayed and the necessary records are in place and shared with parents. Children's attendance is recorded each day. However, their arrival and departure times are not clearly noted.

The group's operational plan is made up from a comprehensive range of policies and procedures which are regularly reviewed to meet the needs of the children and staff. However, the lost and uncollected child policies do not contain sufficiently clear details. The managers fully understand their duty to investigate any complaints made in writing by parents and provide clear details of the procedure to follow. All required documentation is in place and maintained to a high standard. Therefore, it underpins the smooth running of the pre-school, which ensures children's health, safety and well-being is promoted.

Leadership and management is good. The provider has clear aims for the pre-school and works closely with the manager and the staff team to provide children with very good learning experiences. The group are fully committed to developing these experiences for children by constantly evaluating the service they provide. For example, they have completed two modules from a recognised accreditation scheme where they discuss areas for improvement and are working hard towards the next module. The close staff team make the most of regular meetings to plan for children's needs and to evaluate the effectiveness of the curriculum. Therefore, children move forward and make good progress. The group have a strong commitment towards staff's personal development. They have yearly appraisals where their training needs are discussed. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were asked to update their policies and procedures and to ensure that children were consistently supported to practice writing in freely chosen activities. They have developed a comprehensive range of policies and procedures which underpin the group's good practice. Opportunities to use writing for a purpose are very well developed for the children in a range of activities.

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 children's arrival and departure times are recorded
- develop the lost and uncollected child policies to ensure that procedures are clear and fully protect the children

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):

- continue to develop and improve the system for recording children's progress.

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