

# Pavilion Pre-School Aigburth

Inspection report for early years provision

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<b>Unique Reference Number</b>	501760
<b>Inspection date</b>	26 November 2007
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<b>Registered person</b>	The Trustees of Pavilion Pre-School (Aigburth)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Playgroup opened in 1969 and operates from a single storey detached building. It is situated in Aigburth, Liverpool. A maximum of 24 children aged from two to under five years may attend the provision at any one time. The playgroup is open each week day from 09.00 to 11.45, and 13.00 to 15.30 on a Tuesday and Thursday during school term time.

There are currently 23 children on roll. Of these, 16 children receive funding for early education. The playgroup supports children with learning difficulties or disabilities and also supports children who speak English as an additional language.

The playgroup employs two members of staff, who hold appropriate early years qualifications. They also receive support from regular volunteers.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Staff take appropriate steps to help protect children from cross infection and illness. The premises are suitably clean and resources regularly washed. Children learn the importance of personal hygiene through routines such as hand washing after using the toilet and before handling food. Visits from the dentist also promote their awareness of dental hygiene. All staff have completed training in first aid in order to deal with minor injuries, and accidents are recorded.

Staff have started to introduce healthy eating options at snack time with the provision of fresh fruit each day. However, there is little variety, with biscuits being given on most days. Children help themselves to drinking water from a dispenser to quench their thirst, and milk is offered with food.

Children benefit from regular outdoor play in the fresh air where they run around and play on a variety of wheeled toys. Staff organise games using bats and balls, and some climbing apparatus, to help promote the children's balance and coordination. However, the outdoor environment is not used to its full potential. It is not creatively organised with different tactile and sensory resources, or used for children to learn fully about plants and their growth.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a safe and secure environment. All visitors are closely monitored, helping to protect them from unknown persons entering the building. Staff vigilantly supervise children in order to keep them safe. The indoor play room is well organised into specific areas for play, creating a welcoming environment. Staff conduct regular risk assessment on the premises, toys and resources helping to minimise any hazards.

Children learn about safety during play and through planned activities, such as road safety and people who help us. They have fun dressing up as police, fire fighters, doctors and nurses. Children also practise the fire drill procedure, learning about the importance of evacuating the building in an emergency. During play staff constantly remind children to be careful when running around, or playing with specific tools such as scissors.

Staff have a good understanding of child protection issues in order to safeguard children. There are comprehensively written policies and procedures that are shared with parents. However, the written policy has not been updated in line with current legislation and does not reflect the Local Safeguarding Children's Board.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan and provide a wide range of stimulating and interesting activities, helping children to progress well through all areas of their development. Children excitedly entered the provision and quickly settle. They sit and concentrate well to complete tasks, and listen during discussion and story time. Staff support the children well, motivating their learning and skilfully judging when to intervene during play. For example, when children show an interest in books staff offer

to read a story. Children eagerly look at the pictures and retell the story. New words are introduced to extend their vocabulary, such as owl, and 'What noise does the owl make?'

Children explore their senses in a variety of ways. They access a range of tactile resources, such as glittery play dough, wood shavings in the sandpit, glue and textured paper when creating collage pictures. Musical instruments are provided when children sing songs, and they take turns with bells, maracas, and rain sticks to create different sounds. At snack time the children describe the 'juicy' taste of apples. Staff use observation well to monitor the children's progress. They use the 'Birth to three matters' framework to plan and record the children's development.

#### Nursery Education.

The quality of teaching and learning is good and children are making effective progress towards the early learning goals. Staff use planning well to provide challenging activities. Written plans identify continuous provision and focused activities within the six areas of learning. A good balance between adult directed and child led play is provided. Activities are evaluated and the information is used for future planning. Staff monitor the children's progress and record their development onto individual forms. However, initial profiles are not completed when children first enter the pre-school in order for staff to identify their initial level of attainment. Parents do not contribute to written documentation about their child's achievements when they first start.

Staff are enthusiastic in their approach and support the children well. Good resources and supporting materials are used during adult directed activities, helping to reinforce the children's learning. For example, during artwork children look at books on different types of houses whilst creating their own picture of a house. Staff give clear, concise instructions and explain to children what is expected of them. The play room is well organised, with many educational posters, artwork and photographs displayed at the children's eye level. Children are happy and interested in their play. They quickly settle, and confidently interact with adults and their peers.

Children develop particularly well in their independence skills. They are encouraged to hang up their coats on arrival, dress themselves for outdoor play, toilet themselves and help tidy away. Children also enjoy roles of responsibility, such as giving out the biscuits at snack time. Staff use good questioning to encourage the children's communication skills, and many opportunities are provided for children to practise mark making. They write their own name and recognise the letters in their name. During role-play they write lists in the notebook, and scribble on paper. Children enjoy a wide selection of books, and story sacks are made available with supporting resources. At story time staff introduce rhyme, and children think about rhyming words such as 'floor' and 'door'.

Children show a keen interest in number, shape and size as staff incorporate mathematics into the daily routine. They constantly encourage children to think about counting and calculation. For example, during group discussion time children count how many children and adults are present. At snack time staff ask 'How many pieces of apple do we need?' and 'How many children are sitting at our table'. During board games children match pictures and colours. They connect different shaped puzzle blocks in order to make a circle, square or rectangle. Older children recognise the numerals on the telephone, and know which one represents their age. Children become familiar with everyday technology and they freely access a computer.

Children use their imagination well. They have fun creating different scenes, such as a hospital, dressing up as doctors and nurses, and using the dolls to represent patients. Staff organise

outdoor play to help children develop their coordination and balance. During planned activities they become aware of the different seasons and living things, such as growing plants. However, the outdoor play area is not fully incorporated into their learning with the use of varied tactile and sensory activities.

### **Helping children make a positive contribution**

The provision is good.

The close caring relationship children develop with staff helps to foster their confidence and self-esteem. Staff respect children as individuals and work closely with parents and outside agencies to help promote the welfare and development of all children. Children learn about their culture and the culture of others through celebrating different events and festivals, such as birthdays, Christmas, Chinese New Year and Diwali. They also become aware of diversity through various toys and resources, such as different cultural dolls, play people with walking aids, and books, puzzles and posters reflecting positive images of race, culture, gender and disability.

Staff manage the children's behaviour well and use effective strategies to reinforce good behaviour. Children learn to share and take turns, and they play well alongside each other. Staff are calm and consistent in their approach, and encourage children to be polite and considerate. The children's spiritual, moral, social and cultural development is fostered well.

Children benefit from the positive relationship staff build with parents. Parental involvement is very much encouraged and parent volunteers work in the pre-school, on a rota system, each day. Parents speak positively about the provision and the care provided. They also help to organise different functions, such as the Christmas fair and summer fete. The partnership with parents of educationally funded children is good. Parents may access their child's progress reports at any time, and formal meetings provide opportunities for parents to meet with staff to discuss their children's welfare. Staff explain to parents about the Foundation Stage, and written activity plans are clearly displayed.

### **Organisation**

The organisation is good.

Children are well cared for by qualified staff who use their knowledge and skills to provide stimulating play opportunities. There are effective procedures in place for the recruitment and vetting of staff, with suitable contingency arrangements to ensure staffing ratios are maintained at all times. Staff attend training sessions in order to keep up to date on current childcare issues.

Staff effectively organise the play room to provide a warm and welcoming environment for the children. There are many written policies and procedures for the effective management of the preschool. However, some policies need updating. For example, the written sickness policy, that is made available to parents, does not include clear information about infectious illnesses and their incubation period.

The quality of leadership and management of the nursery education is good. There is a commitment to improving the care and education for all children. Both managers work well together and effectively monitor and evaluated the strengths and weaknesses of the provision. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection it was recommended that the pre-school: formalise risk assessment procedures; ensure the daily attendance register is accurate; maintain confidentiality when recording children's accidents and the administration of medication; develop written activity plans for the educationally funded children, and provide opportunities for all parents to be kept up to date on their child's progress.

There is now a system in place and risk assessment is recorded and evaluated in order to identify any hazards. The daily attendance register is accurate, and accidents and medication is recorded on children's individual forms to maintain confidentiality. Written activity plans now identify the learning objectives, the six areas of learning and how children are grouped. Parents are regularly kept up to date on their child's progress through informal discussion and formalised parent meetings twice a year.

### **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.

## **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 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):

- continue to introduce varied healthy food options at snack time
- provide more opportunity for children to explore their senses during outdoor play
- update the illness and exclusion policy to include the incubation period for infectious diseases, and update the safeguarding policy in line with 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):

- introduce a method of obtaining and recording information about the children's level of achievement when they first start the provision.

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](http://www.ofsted.gov.uk)