

Pavilion Playschool

Inspection report for early years provision

Unique reference number 254217
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Inspector Godfrey Bancroft

Setting address Angel Road First School Grounds, Angel Road, Norwich,
Norfolk, NR3 3HR

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pavilion Playschool opened in 1965 and moved to the present location in 1999. The setting operates from a separate building in the grounds of Angel Road Infant School and a room in the children's centre within the same premises, in the city of Norwich. The main indoor area comprises of a large room and a small room, plus kitchen, office and toilet facilities. There is a fully enclosed outside play area. The second area used by the setting offers children a large play room and outdoor play facilities as well as the usual bathroom and kitchen areas. There is full access for adults and children who have disabilities. The playschool serves the local area. The playschool is registered for 26 children aged from two to five years. There are currently 81 children on roll. This includes 37 nursery funded children. Children attend for a variety of sessions. The setting currently supports a number of children who have learning difficulties and/or disabilities and some who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09.05 until 11.45 and 12.45 until 15.15. The group employs nine staff, including the manager, four of whom work each session. Six of the staff, including the manager, hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting works in partnership with teachers from the North City Children's Centre and Early Years Support Central Team. The setting is on the Early Years Register.

Overall effectiveness of the early years provision

Provision at the Pavilion Playschool is outstanding. It meets the learning and development needs of the early years children in its care exceptionally well. The excellent range of activities promotes children's enjoyment of learning very effectively. Leadership and management of the setting ensures that all children are included very well and are able to thrive in an environment that ensures they are safe and secure. The manager and staff evaluate the quality of provision thoroughly and are constantly striving to make it even better. With this in mind the capacity for continued improvement in the future is also outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide a policy explaining the rationale that underpins the good work of the setting in providing support for those children who speak English as an additional language

The leadership and management of the early years provision

The leadership and management of the early years provision is outstanding. The setting is popular amongst parents and carers and is frequently oversubscribed. Liaison and co-operation with partner organisations and support teachers is outstanding. Working closely together with the support teachers from its partnership organisations, the manager and staff have produced a comprehensive range of policies that underpin the success of children's learning and development and make sure that they are safe and secure. Managers do all they can to ensure that all adults and parent helpers are suitable to work with young children. They also undertake and regularly revise and update a full range of risk assessments covering all activities they provide. All staff are suitably qualified for the duties they undertake and there are ample opportunities for continued professional development and to keep qualifications up to date. The setting meets in full, the statutory requirements expected of it.

Staff know the children and their families and backgrounds very well. Communication with parents and carers about the progress and well-being of their children is excellent. Staff provide parents and carers with helpful advice and guidance about how to support their children's learning; for example, by a programme explaining how to help children with their recognition of sounds and words.

The setting provides an excellent range of activities that address all aspects of the Early Years Foundation Stage Framework very successfully. Children's progress is assessed thoroughly and regularly. Any shortfalls in progress or unexpected changes are noted and support rapidly made available to remedy the situation. The programme is carefully planned to ensure that each child participates in activities, both independently and with direct support from an adult, that ensure progress in each area of their learning. Careful recording of progress means that staff are well placed to identify the next steps in learning. The system for doing this has been devised in partnership with the setting's support teachers. Whilst it is a relatively recent introduction, it has been embraced by all staff and is proving to be manageable and effective.

The setting works very effectively to fully include children from all backgrounds, beliefs and ethnic origins. A great deal has been done to ensure that any parents, carers and children who do not speak English as their first language can easily access the full range of activities and information. The manager and staff recognise the need to devise a policy that brings together the actions they have taken to lay the foundation for their success in this respect. This need currently forms part of the setting's excellent self-evaluation procedures. As part of these procedures all staff, in partnership with support teachers, have reviewed each aspect of the setting's work and identified the actions needed to ensure continued improvement. Similarly the areas for improvement identified at the time of the last inspection have all been addressed successfully.

The quality and standards of the early years provision

The quality and standards of the early years provision for children's welfare and for their learning and development are outstanding. There are excellent opportunities for children to learn through play. No matter what activities children are engaged in, every opportunity is taken to raise their awareness of the need to keep safe and to develop their communication skills. For example, during the inspection, a group of children took turns to jump into the 'ball pool'. Close attention was made to the need to 'look before you leap' and to be fully aware of other children. At the same time children were encouraged to explain what they needed to think about and be aware of. In all respects, given their age, children are very aware of how to stay safe and to care for themselves. The day of the inspection was very hot and all children who chose to play outdoors were protected as much as possible from the harmful effects of the sun, supported by clear explanations from staff as to why this is so important. Staff are also constantly alert to remind children of the importance of eating healthily and being fully hydrated.

Many children begin their time at the setting working from a very low baseline, especially in terms of their communication and social skills. However, the progress of many is remarkable and they clearly derive great enjoyment from the activities planned for them. They quickly gain in confidence, working happily alongside other children and with adults. Many show boundless enthusiasm for the exciting and interesting activities provided for them, sustaining their commitment and effort for substantial periods of time, often independently. An excellent range of activities are planned to address children's learning needs. Amongst others these included activities to enhance children's knowledge and understanding of communication, construction, physical skills and co-ordination, puzzles and games and texture to name but a few. Staff capitalise on every opportunity to enhance children's basic literacy and numeracy skills and their knowledge of the world about them. Each activity is planned with clear learning objectives, with staff carefully evaluating children's progress against the identified success criteria. The outdoor part of the site is used effectively, giving children an exciting and varied learning environment. Children also make a substantial contribution to their community. As well as playing and working together very well, they visit the nearby sheltered accommodation for older members of the community and the Blind Association to sing for the adults; an activity that is greatly appreciated by all concerned.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met