



Pavilion Playschool

Inspection report for early years provision

Unique Reference Number	254217
Inspection date	28 February 2006
Inspector	Marianne Gascoyne
Setting Address	Angel Road First School Grounds, Angel Road, Norwich, Norfolk, NR3 3HR
Telephone number	01603 404 053
E-mail	
Registered person	Pavilion Playschool Committee
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 Playschool opened in 1965 and moved to their present location in 1999. The setting operates from two rooms in a purpose built building, in the grounds of Angel Road First School in the city of Norwich. A maximum of 26 children may attend the playschool at any one time. The setting is open each weekday from 09.05 to 11.45 and 12.45 until 15.15 during school term times. Children have access to a secure, enclosed outdoor play area.

There are currently 63 children on roll. Of these 37 receive funding for nursery education. Children mainly come from the local area and attend for a variety of sessions. The setting supports a number of children who speak English as an additional language.

The pre-school employs nine staff who all work on a part-time basis. Seven of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted effectively as the pre-school encourages children to take responsibility for meeting their own health needs by independently wash their hands at appropriate times. However, the lack of accessible soap and clear explanations as to the reason why they need to wash their hands, means good practices are not followed at all times. Positive steps are taken to prevent the spread of infection if children are ill and parents are given clear information about communicable diseases and risks to children and pregnant mothers. The sick children policy ensures children's welfare is safeguarded if they are unwell in the setting.

All staff have undertaken first aid training to enable them to respond appropriately if an accident occurs and clear, confidential records are maintained. Training has been undertaken by staff to enable the group to care for children with specific medical needs. Effective procedures are in place to maintain the premises and equipment in a clean and hygienic condition to safeguard children's welfare.

Children are being encouraged to enjoy a healthy diet and nutritious snacks are generally offered. Children have opportunities to try different fruits and vegetables. The setting enables children to learn about healthy eating through activities that develop children's understanding of what foods are good for them, for example, sorting play food into healthy food or not. Children with allergies have their needs met because the setting ensures all staff are fully aware.

Outdoor play is provided whenever possible to ensure children have access to fresh air and benefit from vigorous physical play. They are also able to practise their physical skills as they use equipment always available in the playroom. Planning includes the physical skills to be developed. Discussion helps the children learn about the effect of exercise on their bodies.

The 'Birth to three matters' framework is being introduced. Younger children are active and are becoming increasingly independent, acquiring control over their bodies and learning new physical skills. The framework is not yet being used effectively to meet the emotional needs of all these children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in premises that are purposely designed to create a very welcoming environment. They have access to a comprehensive range of toys and activities that successfully promote their development. Low-level storage units ensure equipment is easily accessible and a good variety is provided. The organisation of the room ensures there is space for quiet or more noisy, physical activities and children have room to move and play freely. They are able to sit and eat at child sized tables, play on carpeted areas or rest and relax while they look at books on soft seating. The premises are secure and good systems are in place to ensure children's safety on arrival and departure.

Children learn to keep themselves safe, for example, as they are gently reminded of the rules for using the climbing frame. They begin to understand about safety issues outside the pre-school by activities which introduce people in the community who help keep them safe, for example the 'Lollipop Lady'. The risk of accidental injury is minimised by the well organised environment, daily assessment of potential dangers, simple rules and the vigilance and action taken by staff. Positive steps are taken to promote safety within the setting to protect children from any potential dangers. Children understand the need to evacuate the building quickly when undertaking fire drills which are recorded and any difficulties are noted for future reference.

Children are safeguarded by the sound knowledge held by staff and their understanding of their role in protecting children. The majority of staff have undertaken training in child protection and are able to put appropriate procedures into action.

Younger children are able to investigate and explore their surroundings safely. They are beginning to understand there are rules and boundaries that keep them safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school. They are confident and their self-esteem is enhanced as they are given praise and encouragement to learn new skills, for example, a child trying unsuccessfully to use stilts is congratulated and asked if she would like to have another go and helped to succeed. Children are independent and are given time to develop their play ideas. Older children are able to concentrate for long periods at activities of their choosing and develop friendships. Children benefit from warm relationships with the caring, enthusiastic adults who are interested in the activities the children undertake. Children are keen to communicate and involve them in their play.

The younger children are not always given sufficient support to maintain their interest throughout the session and some new children start to feel insecure as the morning progresses.

Nursery Education

The quality of teaching is good. Staff work well together and plan an interesting range of activities based around a theme which, together with the continuous provision, provide for all areas of learning. Adults listen and talk to the children to develop their understanding and encourage communication. Children are eager to talk to them about a wide range of topics such as goats, holidays and younger siblings. Adults provide children with challenges, for example, as they encourage them to break the egg and add to the mixture to make pancakes and cut out for themselves when making masks for Mardi Gras. Children are given clear explanations to help their understanding of the festival. Staff use a variety of methods to help children learn, for example, explanation, questioning and demonstration. They encourage children to reflect and recall the activities they have undertaken at the end of the session.

All staff are involved in planning and maintaining children's assessment records and have a clear understanding of the early learning goals. Assessments are made of children's achievements and activities are planned to ensure children make progress. Information from parents is not used to help in this process.

Children are well behaved and productively occupied throughout the session. They are aware of the simple rules and respond to the positive role models provided by staff. They get on well together and many children are absorbed in their play with another child. Children recognise their names as they self-register on arrival and find their card at snack time. There is some encouragement for children to write for a purpose as they use diaries available in the role play area. They communicate well and listen attentively to stories, handling books appropriately. Labelling of toys and equipment help children learn words have meaning but there are no words in the first language of children who speak English as an additional language to help develop their understanding and make them feel valued.

Children spontaneously compare their heights using mathematical language and learn about weight as they weigh ingredients for pancakes. Opportunities to further develop children's mathematical understanding are missed when undertaking this activity. Children have many opportunities to learn about change as they mix ingredients for pancakes or plant bulbs. Interesting activities are planned to develop their understanding of the world around them. Celebrations of festivals are helping raise awareness of different cultures. Children play very imaginatively together with small world and role play materials and enjoy opportunities to be creative with paint and collage.

Helping children make a positive contribution

The provision is good.

Staff have a high regard for the well-being of the children in their care and children are developing good relationships with the adults and other children in the setting. Children are able to feel a good sense of belonging assisted by photographs of the children undertaking activities which demonstrate they are valued in the group. Children are able to make choices throughout the whole of the morning and work harmoniously with others. Activities ensure children have equality of opportunity and toys and other resources develop their understanding of differences in people and

cultures. Any children with special needs are fully included and the pre-school is very proactive in ensuring their needs are met. They work closely with parents and other professionals to ensure they receive the necessary support to help them make progress in their learning.

Children respond to the clear guidelines and positive role models provided by staff. They enjoy each other's company and are well behaved. They are learning to take responsibility for their own behaviour by clear explanations which are given by staff. The behaviour management policy does not reflect the positive practice used in the setting and, therefore, does not give clear guidelines to support parents.

Parents value the friendly, approachable staff and informal communication takes place on a daily basis. Children benefit from their involvement in all aspects of the operation of the setting. A complaints log has been set up to record any concerns which may be raised by parents.

The partnership with parents and carers is satisfactory. The brochure does not provide clear information about the Foundation Stage and early learning goals to help parents understand what their children are learning from the activities provided by the pre-school. A colourful display of photos and explanation of the six areas of learning provides this information in the setting. Not all parents are aware of the display and the information is not easily seen. The setting does not provide sufficient information for all parents to be aware of the progress their children are making. They are not encouraged to provide information to be used in planning for the children's learning.

Children's spiritual, moral, social and cultural development is fostered appropriately. Children play harmoniously together, behave well and show mutual respect. They enjoy taking part in conversations with each other and the adults in the group. Their experience and understanding of different cultures is being broadened.

Organisation

The organisation is satisfactory.

Staff are all enthusiastic, committed and a high proportion are qualified and very experienced in caring for children. Effective use is made of the premises to provide a variety of play opportunities and children are well occupied. A key worker system is in place and is effective in liaising with parents and maintaining children's assessment records. It is not fully supportive in providing consistency and ensuring the needs of all the children are met, particularly those under the age of three years. Children are protected from harm from un-vetted adults and procedures are in place to ensure the vetting of staff and committee members.

Policies and procedures protect children and are effectively implemented to promote the outcomes for children. Some of them require updating to reflect current practice in the group and recent legislation and guidance. All the necessary documentation is in place to safeguard children's health and well-being.

The leadership and management of the setting is good. The manager and committee work closely together to provide support for staff through annual supervision and

regular meetings. Training needs are identified and encouragement and opportunities given to staff to access training. An atmosphere has been created in which staff work well together for the benefit of the children. Evaluation of activities, children's assessments, feedback from parents and committee members, while helping in the sessions, staff discussion at meetings and the link teacher all help to monitor the quality of the setting. The pre-school's objective 'to provide adequate adult supervision and resources to enable children to learn using different activities and play co-operatively with increased independence' is seen to be met.

Overall, the provision meets the needs of the children attending.

Improvements since the last inspection

At the last care inspection the pre-school was given an action asking them to ensure all committee members complete the required documentation and vetting procedures. The committee is implementing a system which will include notification to Ofsted and obtaining Criminal Record Bureau disclosures.

A recommendation was made to ensure accident records maintain confidentiality. A new accident book has been obtained and is being completed appropriately to meet this recommendation. A second recommendation was made to provide children with healthy snacks. Healthy snacks are now provided and all children are being encouraged to enjoy a nutritious diet.

The last nursery education inspection raised a key issue with regard to reviewing the planning to ensure all aspects of the areas of learning are covered and using evaluations and assessments of children's progress to support future planning. Staff now ensure all aspects are covered when making medium term plans and key workers use observations and assessments to plan for the children's future learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- ensure good hygiene practices are in place at all times
- continue to develop the use of the 'Birth to three matters' framework and key worker system to ensure the needs of all the children are met
- review policies and procedures to ensure they reflect practice within the group and take account of current information and 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):

- assist children who speak English as an additional language to recognise words have meaning and encourage them to communicate through the use of words in their first language in the setting.

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