



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 501760

DfES Number: 524618

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Michele Anne Villiers

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pavilion Pre-School Aigburth
Setting Address 50 Dundonald Road
Liverpool
L17 0AF

REGISTERED PROVIDER DETAILS

Name Pavilion Pre-School (Aigburth) 518169

ORGANISATION DETAILS

Name Pavilion Pre-School (Aigburth)
Address PO Box 62
Lark Lane
Liverpool
Merseyside
L17 0HJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pavilion Pre-School Playgroup first opened in 1969. It is run by an elected committee of parents and staff. It operates from a single storey detached building, where children access an indoor playroom and two securely fenced outdoor play areas. The premises are situated in a quiet residential area in a suburb of the City of Liverpool.

There are 29 children on roll. This includes 19 funded three year-olds and four funded four year-olds. The setting supports children with special needs and those who speak English as an additional language.

The playgroup is open from 09.00 to 11.45 every weekday, and from 13.00 to 15.30 on a Tuesday and Thursday each week, for thirty-nine weeks a year, during term times.

Two qualified childcare workers manage the playgroup. They are assisted by parents, who take it in turns on a helpers' rota as a condition of the child's attendance at the playgroup.

How good is the Day Care?

The Pavilion Pre-School Playgroup provides satisfactory care for children. The two designated managers are qualified in childcare and work well together, taking lead responsibility for specific areas. They regularly liaise with the management committee to discuss future developments. Parent volunteers are included in the staff-child ratios. The premises are secure and safe and there is a welcoming environment for children and parents.

Health and safety is promoted within the nursery. Fire drills are practised and recorded and staff ensure the safe arrival and departure of children. There is a daily register of attendance for children, staff and volunteers. In order to ensure an accurate record the arrival and departure times need to be recorded. Staff are vigilant about safety and carry out a daily risk assessment of the premises and

resources. However, a more formalised method needs to be adopted in order to monitor and record any potential hazards. All children's accidents are recorded and the administration of medication is logged, along with parental signatures. Confidentiality needs to be maintained when recording such issues.

Staff plan and provide a range of stimulating activities. Children can independently access a wide variety of toys from low level shelves and well-labelled storage boxes. Emphasis is placed on equality of opportunity. Children are respected as individuals and all have equal access to activities. There are many multi-cultural resources that reflect positive images of race, culture, gender and disability. The children's behaviour is managed in a positive environment and staff use praise and encouragement to foster their self-esteem and reinforce good behaviour.

Parental involvement is very much encouraged. As part of the criteria for children attending parent volunteers work in the playgroup for a number of sessions each term. Parents receive written information about the provision and an informal induction is conducted.

What has improved since the last inspection?

At the last inspection the playgroup agreed to up-date policies and procedures, have electrical appliances checked and provide a more suitable method for children to dry their hands. Written policies and procedures have been reviewed and up-dated to come in line with the National Standards. All electrical appliances have been checked and conform to safety requirements. Children now dry their hands on paper towels, helping to prevent the spread of infection.

What is being done well?

- There is a welcoming environment for children and parents. The play space is creatively organised, along with attractive displays of the children's artwork and information for the parents.
- The children's behaviour is managed well. Staff use praise and encouragement to reinforce good behaviour and the children's level of understanding and maturity is taken into account.
- The staff provide a wide range of stimulating activities to motivate the children's learning and help their development. Children are happy and relate well to each other and staff.
- The staff have a good relationship with parents. Parental involvement is very much encouraged and there is a rota system for parent volunteers.

What needs to be improved?

- the daily attendance register to show an accurate recording of the hours attended by children, staff and volunteers
- the risk assessment of the premises, resources and equipment to be

formalised and recorded

- the recording of accidents and medication to be confidential

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the daily attendance register for children, staff and volunteers is an accurate record.
6	Devise and record a formal risk assessment procedure.
7	Ensure that confidentiality is maintained when recording children's accidents and the administration of medication.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision at the Pavilion Pre-School Playgroup is of good quality. Children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development and mathematical development. Children have access to a wide range of resources and play materials and have two outdoor play areas.

The quality of teaching is generally good. Staff plan and provide a variety of activities throughout the day, appropriate for the age range and ability of the children. The environment is stimulating and staff enthusiastically motivate the children's learning, supporting their play and responding to the children's needs. Observations and assessments are used to record the children's achievements and progress. Staff use planning, both long and medium term to cover all aspects of learning set out in the foundation stage. However, short term activity plans need to be further developed and be focused on the learning intentions in order to evaluate the children's achievements.

The quality of leadership and management is good. The committee liaises closely with the two managers and is committed to improving the care and education for all children. The managers frequently access short training courses to further develop their needs. Regular parent volunteers help out in the playgroup on a daily basis and are part of the staff ratios. They receive informal induction training and written information on policies and procedures.

The partnership with parents is generally good. There is a welcoming atmosphere and parental involvement is part of the criteria for children to attend. Parents are encouraged to help with their child's learning and take home storybooks and tapes to support their development in language and literacy skills. Parents speak positively about their children's achievements. However, there is not a structured time for the sharing of assessment records to ensure all parents are kept informed.

What is being done well?

- Children are learning to form good relationships with each other and with adults. They show high levels of independence and follow simple instructions competently. They co-operate in group situations, learning to share and take turns.
- Valuable play opportunities and planned topics help the children's mathematical skills. They are learning to develop mathematical ideas and recognise numerals from 1 to 9. Number songs are used to develop the children's understanding of calculation and they are learning to reliably count objects and match shapes and patterns.
- The leadership and management is effective. Staff work hard to provide a

stimulating environment for children and a welcoming atmosphere for parents. The two managers regularly review their own needs and access training courses to ensure on-going improvement in the care and education of all children.

What needs to be improved?

- The further development of short term plans that focus on the learning intentions, showing clear links to the stepping stones and how children are to be grouped.
- The sharing of information about the children's individual progress reports with parents, ensuring that all parents are aware of how to access their child's records and receive feedback from staff on their child's achievements.
- The writing of captions on displayed artwork and throughout the playroom, helping children to learn that print carries meaning.

What has improved since the last inspection?

The setting has made good progress implementing the two key issues raised at the last inspection.

The first key issue was to provide more opportunities for children to use technology by introducing a tape recorder or programmable toys for the children's use. A tape recorder has now been purchased and several programmable toys, helping the children's development in information and communication technology.

The second key issue was to provide clearer information for parents on the desirable outcomes for children's learning in all six learning areas. Staff now display written information for the parents on the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They show high levels of independence in their personal hygiene and follow simple instructions competently. They help, during snack time, to serve the biscuits and fruit and dress themselves before going outside to play. Children are able to sit and concentrate for lengthy periods and they work well in small and large groups. Their behaviour is good and they are forming good relationships with each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently communicate with each other and the staff. They are learning to write for different purposes, independently accessing the writing corner and making lists during role-play. Children have access to a range of books. However a more comfortable book corner would encourage free selection. Children are learning that print carries meaning. Written captions on displayed artwork would further enhance this.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to identify numerals through a variety of play opportunities. They confidently match the number of objects to correspond with the correct written number and chalk numbers outside to play 'hopscotch'. Children count reliably ten or more objects and they learn about addition and subtraction through number songs such as '5 Little Monkeys' and '5 In The Bed'. Through planned activities children learn about shape, size, quantity and positioning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through planned activities the children learn about living things and they have opportunities to investigate and look at differences and similarities. Children learn about their own culture and other cultures through the celebration of birthdays and different festivals. They have an adequate range of programmable resources to develop their knowledge of technology, but access to a computer will enhance their opportunity greatly.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the nursery environment with confidence and good control. They show spatial awareness of themselves and others. Resources provide children with opportunities to develop their co-ordination, climbing and balancing. They confidently use scissors, pencils and paintbrushes and engage in activities such as threading and small peg-boards to develop their hand-eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use different textured materials and explore colour and shape in two and three dimensions during planned art activities. However, children are unable to freely access painting. They sing songs from memory and explore sounds with musical instruments. Their imagination is fostered through role-play activities. They communicate their ideas and feelings during discussion time. More opportunity after story time to recall or make up their own stories would further enhance their imagination.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Further develop plans that identify clear learning objectives for the activities provided in the six areas of learning and to include the groupings of children.
- Provide opportunities for all parents to receive information about their child's progress in all areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.