



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220118

DfES Number: 520070

INSPECTION DETAILS

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| Inspection Date | 19/10/2004 |
| Inspector Name | Christina Downey |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Pavilion Pre-School |
| Setting Address | 470 Billing Road East Billing Road East Northampton Northamptonshire NN3 3LF |

REGISTERED PROVIDER DETAILS

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|------|--------------------------------|
| Name | The Pavilion Pre School 298253 |
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ORGANISATION DETAILS

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|---------|---|
| Name | The Pavilion Pre School |
| Address | 470 Billing Road East Northampton Northamptonshire NN3 3LF |

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 was established in 1979 and moved to its current location 15 years ago. It operates from purpose-built premises with its own outdoor play area and car park. The pre-school mainly serves the local residential area situated on the outskirts of Northampton. Operating Monday to Friday during school terms, the pre-school offers both morning and afternoon sessions from 09:00 to 12:00 and 13:15 to 15:45.

Children can attend from the age of two years nine months until they reach school age. There are 64 children on roll and of these, eleven are funded three-year-olds and 37 are funded four-year-olds. The group caters for children with special needs and the current cohort includes a wide range of children who are learning to speak English as an additional language.

There are six staff who work with all the children, and over half of whom hold appropriate early years qualifications. They receive teacher support from Northamptonshire Early Years Development and Childcare Partnership and the group is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Pavilion Pre-school provides good quality care for children. The attractive premises are used well to create a warm and welcoming environment for children and their parents. Children enjoy their time in the group and take part in the varied activities with interest. They settle-in confidently and feel happy and secure. Relationships throughout the group are very positive; children play together cooperatively and their behaviour is good overall.

Staff give good attention to meeting children's individual needs. Their differences are acknowledged and valued and equality of opportunity is successfully promoted through attractive resources and an inclusive approach. However, staff awareness of current legislation and guidance about the care of children with special needs is not so well developed. Staff have clear understanding of procedures to protect children

from abuse, but aspects of some other policies and procedures, such as behaviour, lack detail, and are not all shared well with parents or implemented consistently by staff.

High priority is given to ensuring children are cared for safely. The premises are secure. Regular risk assessment helps to ensure hazards are minimised and that children can play safely in all areas. Good organisation means that all staff know about any dietary needs and food allergies. Children's good health is further promoted through careful attention to hygiene routines and correct procedures concerning accidents and medication.

Well organised staff rotas and deployment routines mean that children are supervised consistently well, and security and cleanliness of the premises are of a high standard. The staff are confident and experienced; they work well together as a team and have a positive attitude towards training and new ideas. They work well in partnership with parents, speaking with them daily about children's progress and sharing information about planned activities.

What has improved since the last inspection?

At the previous inspection the group was required to improve security of the premises and this is now good. The contents of the policies and procedures also needed reviewing. This was successfully done at the time but they have not been updated since then.

What is being done well?

- The staff, committee and parents of the pre-school put much time and effort into providing a wide range of good quality and attractive resources and ensuring the building is also maintained very well. The staff work hard to ensure there is a wide range activities and resources every day. Physical activities or outdoor play are made available each session and children are able to be active for good lengths of time.
- A named member of staff takes responsibility for equality of opportunity. This results in the inclusive approach of all staff being effectively supported with a good variety of resources and useful background information about a range of festivals and cultural events.
- Safety and security are strengths of the group. The children are supervised well at all times, indoors and outside, and their safe arrival and departure is particularly well monitored.

What needs to be improved?

- awareness and understanding of current legislation and guidance about the care of children with special needs.
- procedures to ensure contents of policies and procedures are regularly

reviewed, shared more effectively with parents and implemented consistently by staff.

Outcome of the inspection

Good

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 |
|-----|--|
| 10 | Develop staff awareness and understanding of current legislation and guidance about the care of children with special needs. |
| 14 | Review policies and procedures to ensure they contain all the required elements, are shared more effectively with parents and are implemented consistently by staff. |

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

How effective is the nursery education?

Pavilion Pre-school provides a welcoming, attractive and well-organised learning environment where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have very positive relationships with the children who feel happy and secure in the group. They successfully encourage younger children to take part in new experiences and maintain the enthusiasm of older children with interesting activities and challenging outdoor play. Inclusion is generally good and children are able to take part in activities at their own level. Staff are gaining a sound understanding of the Foundation Stage. They all contribute to activity plans and the overall programme successfully covers each area of learning. Observation and assessment are still under development and are not yet effective in identifying children's achievements or future learning needs.

Leadership and management is generally good. The group has a clear training plan, and staff have a positive attitude to new ideas. They work well together and delegation is successful in developing skills and confidence of the whole team. However, monitoring and evaluation systems do not yet provide a useful tool in ensuring the quality of all aspects of their practice is continually improved.

The partnership with parents and carers is generally good. Parents are given useful information about the education provision and several become active committee members. Staff speak with them daily about children's experiences but formal records are not sufficiently well linked to the stepping stones to give parents a clear view of children's progress. Parents and the committee are very supportive of the group and successful fundraising ensures a good range of high quality resources is provided for the children.

What is being done well?

- Good attention is given to building caring and sensitive relationships with the children. This helps them to settle into the group happily and approach new activities confidently. In particular, the learning needs of the youngest children attending are met well. Small group story times are provided and interesting practical activities assist them in developing a very positive attitude to learning.
- An attractive range of challenging physical activities is offered for the children outdoors and they are able to use them for good lengths of time in good weather. Future plans have identified the need to use the outdoor area in all weathers for promoting the wider curriculum.
- The staff are very experienced and have a positive attitude to new ideas. For

example, they have recently trialled several different planning methods to find the most suitable one, and attend a good variety of local training events.

What needs to be improved?

- use of observations, linked to the stepping stones, to assess children's progress, plan for their future learning and keep parents well informed about their achievements
- systems for monitoring and evaluating the effectiveness of all aspects of the education provision, including how sessions are organised
- children's ability to operate creatively by investigating and experimenting with ideas and resources without concentrating on an end product.

What has improved since the last inspection?

After the previous inspection the group was required to improve children's ability to use writing as a means of recording and communicating. Children's creativity was also identified as being in need of improvement. Overall, generally good progress has been made. A writing area has been set up, with a satisfactory range of resources, which children use with interest. However, emphasis is still too often placed on formal skills such as name writing. Free painting is now offered daily but too many other creative activities are still adult directed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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The children enjoy their time in the group and feel happy and secure. They build warm, confident relationships with the staff and play cooperatively with other children. However, organisation of parts of the session does not fully support their ability to operate independently. Children develop a positive self-image and have a good awareness of cultures and religions found in their local community. They have a positive approach to new experiences and generally behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children successfully develop spoken language skills as they communicate happily with the staff about what they are doing and events at home. They enjoy using books and often listen with interest at story time. They successfully learn new words, such as the names of animals, during their play. Children draw and paint using large arm movements and develop sound manipulative skills but do not always consolidate these early writing skills before being introduced to more formal work.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children have a lively interest in numbers, shapes and counting. They begin to use shapes appropriately in construction activities and willingly attempt to count. They use simple computer programs to reinforce their learning. As they cook, and work with sand, play dough and water children successfully use language to describe weight, size and capacity. Older children play simple board games, but they have less opportunity to develop their calculating skills during free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children develop sound skills in the use of ICT and are able to operate simple computer programmes. They successfully extend their knowledge of their own and other's cultures and enjoy celebrating festivals such as Harvest Festival and Chinese New Year. Children are able to use a variety of tools and materials to construct with recycled packaging and with wood. They explore an interesting range of objects and materials, such as ice and foam, and collect leaves in the garden.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children develop good manipulative skills as they work with a variety of mark making tools, small world toys and play dough. They negotiate space successfully whilst playing together indoors and riding wheeled toys outside. They move vigorously, confidently and imaginatively as they dance to music, run, chase and play games outside. They have regular access to challenging large equipment and are developing a positive attitude towards healthy eating, exercise and personal hygiene.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children listen and respond to a variety of music and learn to sing many different simple songs. They draw and paint freely at the easel, use collage materials with interest and learn a range of useful techniques. However too many activities have a pre-determined outcome and children are limited in their scope to choose their own resources and express their own ideas. Their growing ability to play imaginatively is supported well by the attractive range of small world resources.

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

- Develop the use of observations, linked to the stepping stones, to assess children's progress, plan for their future learning and keep parents well informed about their achievements
- Improve systems for monitoring and evaluating the effectiveness of all aspects of the education provision, including how sessions are organised
- Promote children's ability to operate creatively by investigating and experimenting with ideas and resources without concentrating on an end product.

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.