

Pavilion Pre-School

Inspection report for early years provision

Unique reference number	220118
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Inspector	Susan Marriott

Setting address	470 Billing Road East, Billing Road East, Northampton, Northamptonshire, NN3 3LF
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Type of setting	Childcare on non-domestic premises
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Pavilion Pre-School was established in 1979 and moved to its current location 18 years ago. The pre-school is run by the trustees and a committee of elected parents. 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 eastern outskirts of Northampton.

The pre-school is open between 9am and 12pm, and from 1pm to 4pm on five weekdays, during term time only. Full and part-time sessions are offered. The pre-school is registered on the Early Years Register to provide care for 24 children under eight years and is also registered on both parts of the Childcare Register. No children may be aged under two years. There are currently 61 children on roll and of these, 39 receive funding for nursery education. The nursery supports a number of children who speak English as an additional language.

There are eight staff who work with the children and of these, six hold appropriate childcare qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives input from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a very lively, friendly and inclusive pre-school, which genuinely values children as individuals and nurtures their development. The experienced and dedicated staff team are very approachable and work conscientiously to deliver the Early Years Foundation Stage in an increasingly effective manner. Staff sustain good quality interaction with children to guide learning from child-led play and promote positive attitudes to learning. Children make good progress in their learning and development. All aspects of children's welfare are promoted well, safeguarding systems are secure and there are good partnerships with parents and carers. Highly competent, capable leadership and effective self-evaluation secures the pre-school's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend experiences for boys that build on their interests and value their strengths as active learners and problem solvers
- expand the partnership with parents (this refers to involving parents at earliest possible opportunity).

The effectiveness of leadership and management of the early years provision

Children feel secure and happy in this positive environment created by staff who hold appropriate levels of qualification and work very well as a team. Children's welfare is properly promoted as the pre-school has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. Good physical security prevents intruders entering the premises and an effective visitor monitoring system operates effectively. Appropriate checks are carried out to ensure that all staff are suitable to work with children and suitable records of checks are kept on the premises. Regular risk assessments and daily checks are appropriately recorded and ensure that hazards are minimised. Good daily practice, such as ongoing explanations from staff, reinforces children's understanding of safety issues. For example, children are reminded that running about indoors may cause accidents. Fire drills are appropriately practised and recorded.

Available resources are used well. The recent acquisition of funding for some information technology equipment has secured the delivery of various items of equipment, including laptops and remote controlled cars and programmable toys. Unfortunately, some vandalism has presented a real challenge to the pre-school, but the outdoor equipment is being replaced and a growing bed is provided for children to plant and grow vegetables. They are currently growing peas. Staff have an effective understanding of anti-discrimination, enabling them to implement effective policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality.

Management is committed to raising the quality of outcomes for children through effective self-evaluation and the committee chair demonstrates outstanding ambition to lead the pre-school towards the highest possible quality grading. His transferable skills are having substantial impact upon staff morale and the leadership and management of the provision. The pre-school demonstrates a positive attitude to continuously evaluating its practice and promoting improvement. Parents and children are fully involved in the process of self-evaluation and are invited to contribute their own views and ideas for improvement. The manager has initiated improvement, bringing in lots of fresh ideas from contact and discussion with colleagues at university as she studies for her Foundation degree.

Staff have been genuinely encouraged by the positive response to the recent 'Stay and play' session and the workshop on the areas of learning was warmly welcomed by parents. A library book system has been introduced as another way to get the children interested in books and balancing this with all the other ways in which the children can learn. The 'Home achievement' board is evolving as a method for parents to contribute towards the information gathered about their child's learning. A covered area enables children to play in the fresh air in all weathers and staff are enthusiastic about the use of 'Learning stories' to support learning based upon

children's interests. For example, staff supplied cardboard boxes in response to children who had been to see their house being built. Photographs were taken of each stage in the learning process as children re-enacted their experiences and developed their play, asking for the toy cement mixer and painting each box as a house.

Partnerships in the wider context are valued by the staff and liaison with some of the local schools is good, supporting smooth transitions and continuity of care for children. Staff observe each child at play in order to understand and support their individual well-being and development, enabling each key person and family to work together. The staff are alert to the early signs of needs of the children that could lead to later difficulties. They respond quickly and appropriately, involving other agencies as necessary, to promote consistent and appropriate care for children. The partnership with parents is good and the committee chair has already identified that involving parents in activities at the earliest opportunity will be of further benefit to the pre-school. Parents receive thorough information about the setting and their children's progress, for example, through newsletters, daily talks with staff and review meetings with their child's key person.

The quality and standards of the early years provision and outcomes for children

Children experience an enjoyable programme of learning and development at Pavilion Pre-School. They are well-supported by the friendly and caring staff who work hard to meet their individual needs. Staff develop highly positive relationships, observe children and get to know them really well as individuals. Children readily settle to play on arrival and then gather for a relaxed group registration. Children talk freely about their homes and their community and the staff value their comments, developing children's self-esteem and confidence effectively. Every opportunity is utilised to develop children's awareness of numbers and counting as they count the 22 children present. Staff give a resume of the range of activities available during the session and provide some ideas from what children have already done. For example, staff show that children have drawn and cut out their own representations of pea pods and put five green circle stickers inside to represent the peas. Some children have written their own name and some have written '5 fat peas' from the rhyme they have learnt '5 fat peas in a pea pod pressed'.

Staff introduce the 'mobile phone shop' and suggest that children might like to use the till to take the payments. They hold up a 10 pound note and children recognise the number 10. During the session, children can count out compare bears into a tray and match the number of bears to the numeral cards. They can use the shopping program on the computer and talk about the planned walk to spend 50p in the local post office tomorrow. Children become involved in threading activities to develop their hand-eye co-ordination, enjoy the role play area and the book corner. Children can continue their learning outside under the new covered area, where all six areas of learning are offered. Staff refer to the display of vegetables which grow under and above the ground. They praise children who have added

their own perspective to the exercise by drawing what vegetables look like when they have gone rotten in the kitchen vegetable basket. Planning folders provide evidence of recent activities which include pancake racing to celebrate Shrove Tuesday. Children gathered together all that they needed for a picnic and set it up, talking about what toppings they would like on their pancakes. People from the local community, such as a staff nurse from the local hospital, are invited into the pre-school to talk with the children. Children go out into the community to feed the ducks on a nearby pond and visit the local post office. Photographs show the exciting visit from a driver with his truck. However, staff accept that there is scope to extend the experiences for boys that build on their interests and value their strengths as active learners and problem solvers.

The learning environment promotes children's progression towards the early learning goals. The space inside the premises is bright and thoughtfully set out, with distinct play areas which reflect the six areas of learning. Children use an abundance of safe, good quality and developmentally-appropriate toys, furniture and equipment. The outside play area is used regularly, although plans show that activities are frequently focussed upon physical development and do not always have clear learning intentions. Indoor play and exploration is well-planned and purposeful, with a balance of adult and child-led activities that results in children being active learners. Staff are passionate about meeting the needs of all children and work hard to support those with English as an additional language and those with particular educational needs.

Staff clearly spend a lot of time and effort completing detailed planning sheets and identified learning intentions are suitably matched to the criteria in the Early Years Foundation Stage. Staff conscientiously observe and record children's progress in the individual assessment records. This clearly enables them to effectively monitor children's progress towards the early learning goals. A well-organised snack time provides some good opportunities for children and adults to interact in small groups. Currently, children are involved in a 'pack-a-snack' scheme, where they bring their own snack to pre-school and they are learning, with staff support, to manage the various wrappings, in preparation for taking packed lunches to school. Staff maximise the learning opportunities for promoting children's independence and discussion about healthy eating. For example, children pour their own drinks and make choices about what foods they will eat. Children's behaviour is managed well by the staff and in a manner appropriate for their stage of development and particular individual needs. Children learn about the relevance of healthy lifestyles and develop skills for the future as they become independent, share ideas and work together. For example, staff encourage children to try to put on and fasten their own coats rather than doing the task for them.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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