

# The Pavilion Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY366846
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Lynn Reeves

<b>Setting address</b>	Pavillion Pre School, Fountain Road, Selborne, ALTON, Hampshire, GU34 3DA
<b>Telephone number</b>	07891 378 103
<b>Email</b>	lucinda@lucindagroves.orangehome.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Pavilion Pre-School registered with its current owner in 2007. It is privately owned and operates from a community building on the recreation ground in Selborne, Hampshire. The pre-school operates during term time only, opening on Monday and Friday mornings from 9am to 12.30pm and on Tuesdays and Thursdays from 9am to 3pm. The children have access to the recreation ground and an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 18 children on roll, of which 13 are in receipt of government funding for nursery education. The group supports children with special educational needs and has systems in place to support children who speak English as an additional language. There are currently four staff employed to work with the children, all of whom hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and enjoy a variety of experiences within the well-organised environment. Staff plan activities that are fun and interesting and are skilled at ensuring all children can take part, whatever their stage of development or background. Children demonstrate high levels of confidence and an enthusiasm to learn. The pre-school has good partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. Most policies and procedures are implemented effectively. The setting has addressed the previous recommendations and have introduced its own systems of self-evaluation, which demonstrate the capacity for driving improvement to benefit the children

## What steps need to be taken to improve provision further?

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

- develop further the organisation of the learning environment to enable children to see a range of letters and familiar and common words
- maintain the assessment records consistently across the pre-school to effectively measure children's progress in learning and development for all children
- develop further hand washing procedures to ensure children obtain a good understanding of healthy hygiene practices and how these contribute to good health.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted because the staff have a good understanding of the child protection procedures and know how to implement them effectively to safeguard the children. The premises are secure, ensuring that no unauthorised people can gain access to the pre-school and the risk assessments of the setting mean that children can move around in a safe, secure environment, where hazards have been minimised. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. Annual appraisals, regular training and peer observations ensure staff are effective in their teaching and deployment, which benefit the children in their care.

The staff are all qualified, and have good knowledge of the Early Years Foundation Stage and the early learning goals; this ensures the children progress well in all areas of their learning. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day. The manager and staff value every child as a unique individual and interact well with the children. They sit down on the floor and take part in the children's chosen activities, or stand back to let their own play develop. The sessions run smoothly and space is used well, to ensure all children are able to participate in the range of available activities.

The manager and staff have worked hard since the last inspection by further developing their childcare knowledge and by addressing the previous recommendations and working closely with other practitioners. The staff evaluate what works well within the setting and what the children get out of the activities provided. Staff monitor children's progress through observation and assessment and this information is transferred into the children's personal learning journals to identify the child's next steps in their learning. However, the systems in place to record children's progress are not consistent for every child in the pre-school.

The pre-school is welcoming to both children and their parents. Examples of children's artwork and creations are displayed, developing their sense of belonging and achievement. All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low level to encourage the children to make their own choices and access additional resources as they need them. However, labelling is limited which prohibit children fully understanding the meaning of print in its various contexts. The resources are cleaned on a regular basis and staff use antibacterial sprays to clean table tops before food is offered. However, healthy hygiene practices are not consistent with all the children as some are not prompted to wash their hands before eating their snacks.

Staff show awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all. The setting communicates well with all parents, enabling them to work together in partnership. Parents are provided with information displayed on a notice board, through consultation and regular newsletters. The manager and key workers make

themselves available to talk to parents and further information is exchanged at handover time. Parents have access to their child's learning journals on request or they have the opportunity to read and make comment on these when they are sent home. There are systems in place to share information with other providers of the Early Years Foundation Stage; this ensures the children's care, play and learning in one setting compliments another.

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

Children are making good progress in their learning and development because the setting is well organised and conducive to their growing independence and development. Children play and learn in a productive environment, where they are motivated, confident and purposeful in their play. For example, they love playing with the new water channelling system. They watch enthusiastically as the water flows through the pipes and into the containers underneath, finding plastic fish to swim about. They use their imagination filling the tray with bricks and stones to make rock pools and ledges to sit various plastic animals on and find leaves and grass to pretend feeding them. Other children happily use the toy sac trucks and wheelbarrows to manoeuvre the concrete blocks, being fully aware of others around and demonstrating good safety procedures. The children excitedly talk about the new vegetable plot and herb garden they have helped create and enjoy using the range of garden tools to dig the earth and sift the stones. They delight in sharing their experiences with their peers or with the staff, describing the insects they have seen in the garden, or talking about their trips and outings they have had with their families.

Children have fun with the play dough making pancakes and sausage rolls. They are developing their mathematical concept as they count how many they have made and the differences in sizes. They confidently count how many children are sitting on the mat during circle time. They enjoy completing puzzles and playing with the trains and tracks across the floor and use their imagination well playing in the home corner. The children love to dress up as super heroes and some come to pre-school in their own fancy dress costumes to make up their own games with their friends, such as fairies and pirates.

Staff deployment is good and extends children's language and thinking by asking them open-ended questions. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. Children are developing their skills for the future as they learn about recycling, growing vegetables and playing with natural resources. They self-register on arrival, pour their own drinks and take themselves to the toilet. There is a calm atmosphere and children remain busy choosing what they want to play with. Some just like to sit in the book corner by themselves or push the dollies around in prams, while others organise themselves into little groups to chase the fairy flower seeds around the field as they blow in the wind. Children with additional needs, or those who speak English as an additional language are identified and well supported both within the setting and by calling

upon external professional help.

Children have free flow to the outside area and enjoy playing in the sand tray or riding the sit-on toys. They develop use of their large muscles as they play on the trampoline, ride the sit-on toys, bounce on the hoppers or just play ball with each other. Children's small muscle skills are being developed alongside their eye-to-hand coordination when using small tools, such as scissors, paint brushes, glue sticks, wooden spoons and cutters.

Festivals, both traditional and worldwide, are celebrated with food, music and artwork throughout the year. Children have opportunities to learn about their own community as they take part in fundraising activities and visit the local shops and farm, have walks in the countryside and go fruit picking. Children access a range of programmable toys and everyday technology, such as a digital cameras and a flip camcorder which helps support their learning.

Children are aided in keeping themselves safe and healthy. They understand the need to wash their hands after messy play or using the toilet, although this is not consistent before eating snacks. They talk about the good things they like to eat, such as the various fruits, and enjoy playing a tummy ache game that teaches them about good and not so good foods to eat. Children learn about staying safe through gentle reminders and practising regular fire drills. Children enjoy their time at pre-school, building warm and friendly relationships with one another as well as the adults around them. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules. The children are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----