

The Pavilion Pre-School

Inspection report for early years provision

Unique reference number

159394

Inspection date

07/12/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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).

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

The Pavilion Pre-School is a privately run sessional group located in Petts Wood, in the London borough of Bromley. It opened in 1996 and operates from two rooms in a pavilion. A maximum of 39 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:15, with a lunch club and afternoon session from 1.00pm to 4.15pm offered on Monday through to Thursday. The setting is open for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 75 children aged from two years to under five years on roll. Children receive funding for early education. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 11 members of staff. All of the staff hold appropriate early years qualifications and two are working towards the next level of qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Records are generally well maintained and help to aid monitoring the effectiveness of the provision. The leader understands the importance of evaluating the provision to improve the services it provides to the children and to the parents. Partnerships with parents and others is a key strength in the pre-school. The pre-school provides an inclusive provision for all children and generally maintain paperwork with regards to this.

What steps need to be taken to improve provision further?

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

- update children's individual education plans to show how they have been reviewed and new targets set to meet the developmental needs of the children
- reflect on discussions with the children to aid the self-evaluation process with regards to the activities that are on offer to the children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection procedures and how to safeguard the children whilst they are in their care. Regular fire drills are carried out and evaluated to enable the children to be kept safe during an emergency. Risk assessments and daily safety checks enhance the safety measures in place to safeguard the children. The registered person has implemented clear procedures for recruiting and managing the continuing suitability of staff. All staff have current Criminal Records Bureau checks in place to enable children to be cared for by suitable staff.

Resources clearly contribute to the children's learning and development. They support the children's development well. The deployment of staff is highly effective enabling them to meet the needs of the children. Equality and diversity is taught well to all ages of the children. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them about the different festivals and celebrations from around the world. Staff attend regular training sessions which enables them to stay up-to-date with any changes to legislation and keep up-to-date with how to plan and observe the children. Staff have also recently completed first aid and child protection courses.

The leader and staff work together with the parents to evaluate the pre-school and the provision it provides. The pre-school is responsive to the comments and suggestions made by the parents. However, there are missed opportunities to fully evaluate the provision as currently children are not involved in the process.

Partnerships with parents and other agencies is a key strength in the pre-school. Staff are highly committed to working in partnership with key agencies involved with the care of the children. Teachers from the local schools come into the pre-school to see the children before they start and agencies involved in the care of the children with learning difficulties and/or disabilities are fully involved in the learning and development of the children. Staff have detailed individual education plans (IEP's) in place for the children. However, it is not clear from the IEP's in place how these have been reviewed and how the new targets have been set. Consequently, there are missed opportunities to fully enhance the learning and development of these children. Parents are a key part in the children's learning and the staff work in conjunction with them to enhance their learning whilst they are at home. Parents also contribute to the children's developmental reports, which provide continuity of care for the children.

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

Children are making good progress towards the early learning goals. They are supported by a well informed staff team who have a secure understanding of how children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas. Planning for the children is a good mix of focus activities and resources laid out for the children to explore. The staff

complete detailed observations, which are used to monitor children's progress. They make good use of photos and art work as evidence to progress the children's learning and development. This enables the staff to correctly progress the children towards the six areas of learning.

The good supervision when the children free flow between the rooms and the outside areas, as well teaching the children the importance of walking whilst they are inside, teaches the children how to keep themselves safe. Excellent hygiene procedures greatly enhance the children's well being. Children are cared for in a hygienically clean setting. Children are fully aware of why they need to wash their hands before any food is served and after visiting the bathroom. The younger children need only a gentle reminder to do this before snack time. During snack time children pour their own drinks and make their own snack which greatly enhances their independence skills. Children, when coughing and sneezing, are fully aware of the need to use their hands. These procedures all fully protect the children from cross infection and contamination.

Children are all happy and settle quickly when they arrive at the pre-school. Activities are set up so children can play straight away after they have self registered. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Children are developing good skills for the future through support in using a wide range of learning resources. Staff are skilled in using open ended questions to get the children to think about what they are doing.

Children throughout the session are reminded and are taught the importance of sharing. Staff explain to the children at a level they can understand the importance of being kind to each other. Staff are skilled in talking to the children about how to behave within the setting. As a result, children are well behaved. Children enjoy learning about the wider world around them through planned trips to the local woods and trips to the local shops, which all feed into the themes the children are participating in, and enhance their learning experiences. Children enjoy participating in activities with the staff. At a maths activity children were happily comparing different modes of transport with the shapes and colours. Staff are skilled in adapting the questions so more and less able children are able to progress well with their learning and development. Staff praise the children for being able to match the right shapes together and for correctly placing them on the right parts of the sheets.

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	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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

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

Met