

Pavilion Pre-School Aigburth

Inspection report for early years provision

Unique reference number	501760
Inspection date	30/01/2012
Inspector	Jean Thomas
Setting address	50 Dundonald Road, LIVERPOOL, L17 0AF
Telephone number	0151 727 0063
Email	
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

Pavilion Pre-school Aigburth was registered in 1969. The Trustees are the registered providers for the provision. The pre-school operates from a single storey detached building in Aigburth, Liverpool. It serves the local area. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12noon. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time all of whom may be on the Early Years Register. There are currently 23 children attending who are within the Early Years Foundation Stage. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four members of childcare staff. All of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the pre-school, both indoors and outdoors, and make good progress towards the early learning goals. Staff provide a stimulating and caring environment, where all children, their families and visitors feel welcome and included. Effective partnerships with parents are developed to support staff in meeting children's individual needs. Records are generally well maintained, although gaps in the maintenance of legally required document were identified. The Trustees and staff are committed to continually improving their practice that they provide for the children and parents.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 13/02/2012
- ensure the risk assessment record clearly states the date of review (Documentation). 13/02/2012

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

- develop further the self-evaluation systems to reflect on practice to identify the setting's strengths and priorities for development
- monitor planning to support children's individual progress towards each of the learning goals.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Staff have a good understanding of their responsibilities in the area of child protection. The managers are the designated officers who offer staff support if any concerns arise. They update their safeguarding training to ensure their knowledge is secure. Vetting procedures for all adults who work with children are robust to ensure they are suitable. Most documentation and records required for the safe and efficient management of the service are in place. However, there have been oversights in requesting the parental consent to the seeking of emergency medical advice or treatment and it is not recorded that the risk assessments have been reviewed on an annual basis as legally required. Staff maintain a high level of supervision for children's safety in both the indoor and outdoor environments. Safety procedures are in place and are rigorously followed by staff, for example monitoring the entrance door at the end of the session to ensure a child does not leave unescorted. Children regularly practise the fire evacuation procedure to learn how to look after themselves in an emergency situation.

The Trustees and management show a commitment to the improvement of the care and education provided. Self-evaluation processes are in place, including the completion of the Ofsted self-evaluation document. However, this process does not involve all staff and members to reflect on practice to identify strengths and areas for improvement. The views of parents are sought through questionnaires and ongoing discussion. The recommendations from the previous inspection have been fully met. The children benefit from a range of foods at snack time to promote healthy eating. The safeguarding procedures have been reviewed and include information from the local authority to ensure they are in line with current legislation. Information has been obtained regarding illness and exclusion periods to inform the sick child policy. Children have daily opportunity to play outside and to explore a wide variety of resources which stimulates their learning through using their senses. Lastly as recommended, information is gathered from parents when children start for staff to use to inform the initial planning.

Staff members take great pride in their work and create a warm, inclusive and welcoming environment for children. Resources are well organised to give each child easy access to challenging learning experiences. This effectively promotes children's independence in their play as they confidently make choices and decisions about what they do. Specific planned activities and resources help children to value aspects of their own lives and the diverse society in which they

live. They recently participated in activities to celebrate the Chinese New Year. This involved food tasting, competing in races to represent the dragon boat race and making a dragon using a variety of resources including crates and fabrics. Chinese newspapers were purchased to raise children's awareness of different language and written text within the community. Children are valued as individuals and staff provide sensitive care, for instance, in adapting settling in procedures to suit the needs of each child.

Partnerships with parents are good. The partnerships effectively supports key persons in meeting children's individual needs including children who speak English as an additional language. There is good communication between the key person and parents. There is opportunity to exchange information each session. On a regular basis children's learning profiles are shared with parents to keep them informed about their child's development and achievements. Information is available to parents about the organisation of the pre-school, such as policies and procedures and the Early Years Foundation Stage. Comments from parents are very positive, and they state that staff are very approachable and that their children are happy and settled. Staff develop effective links with other providers of Early Years Foundation Stage to support children's continuity of care and progression. The setting is active in building good partnerships with the local schools to facilitate a smooth transition. For instance, children from the setting visit the schools with the pre-school staff.

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

Staff have good knowledge of the Early Years Foundation Stage Framework and they have the skills to help children make good progress in their learning and development. Staff ensure planning of activities allows children to receive a balance of adult-led and child-initiated activities. Systems for observation and assessment of children's progress are implemented. There is next steps planning in place for each child although it does not always identify each area of learning.

Children are confident communicators. They talk to each other, staff and visitors, many use a wide and varied vocabulary. Opportunities for mark making and developing early writing skills incorporated into many activities both indoors and outside. For example, children use mark-making materials in the role play area and explore early writing skills as they paint. Most of the children recognise their name and the names of others as there is a self-registration system in place when children arrive. Children enjoy looking at books and enthusiastically participate in the lively story telling session. Every day routines and activities allow children to begin to recognise numbers, shapes and colours. For example, without prompt from staff they count how many children are sitting at the snack table and collect the correct number of plates required. Children spontaneously count as they play and use mathematical language. Colourful photographs and posters reflecting images of the world around us are positioned at a low level for children to enjoy. These include pictures of different designs of homes and buildings. Staff has

marked on these pictures shapes within the structures to make children aware that are surrounded by shapes. This stimulates children's interest in model making using recycled boxes and containers. They take the photographs off the wall and use these to plan their design. Children are creative. In role play they create a dental surgery. In this play they demonstrate their understanding of the importance of healthy eating and the consequence of not eating healthily on teeth. Another group of children pretend to be as dogs and make their own kennels. They show compassion towards their friend who becomes rather anxious about the barking and give reassurance that it is only a game and adapt their play for everyone involved to enjoy.

Children move freely between the indoor and outdoor areas. They independently dress themselves appropriately for the weather. Outside children enthusiastically pursue energetic play and show great enjoyment in being physically active. They learn about healthy eating through fun, practical activities which is highly effective to form habits for a healthy lifestyle. Children learn how to keep themselves and others safe as they sit safely on chairs and use equipment safely, for example as they use plastic knives in preparing their snack. Children's behaviour is exemplary and they enjoy each other's company. Children's laughter and expressions of delight in their discoveries and achievements can be heard as they play. Staff talk to children calmly, which contributes to their sense of trust and develops a positive attitude to learning. Children feel valued and grow in self-esteem through the warmth and friendliness of staff. Children, therefore, benefit in having a good foundation for future learning.

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The extent to which children make a positive contribution	1
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