

Pavilion Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Pavillion Pre-School was originally registered in 1998 and was re-registered in 2011 to reflect the change in the management's legal status to a registered charity. The established management and staff team remain the same. The pre-school operates from self-contained premises in the grounds of a local school in the Aughton area of Ormskirk in West Lancashire. The pre-school serves the local area and has strong links with the school. There is an enclosed area available for outdoor play and an additional enclosed forest area, which is accessed regularly for further outdoor learning. The pre-school operates Monday to Friday during school term times. Sessions are from 8.45am until 3.30pm, finishing at 12.45pm on Fridays. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register to care for a maximum of 24 children at any one time, of whom, none may be under two-years-old. The pre-school currently has 33 children on roll.

The pre-school employs seven staff to work with the children. Of these, five hold early years qualifications. One member of staff has a BA (Honours) Early Years Degree and holds Early Years Practitioner Status. The pre-school receives support from the local authority and offers flexible entitlement for early education for some three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A management team with vision and high aspirations is developing a rigorous programme for evaluation and improvement. The effective day-to-day organisation, staff induction and support has resulted in a highly motivated and efficient staff team. The staff's exceptional organisation, good planning, assessment and attention to detail within the pre-school means that children's learning and development is superbly fostered. Safeguarding children is given the highest priority and they are developing an excellent understanding about the steps they need to take, in order to keep themselves safe. The staff have established highly positive partnerships with parents and take an active lead in engaging other providers and services to ensure that children's unique needs are known and effectively met.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending further the opportunities that give the younger children first-hand contact with weather, seasons and the natural world. In this instance, within the forest area.

The effectiveness of leadership and management of the early years provision

Children are robustly safeguarded as the management has ensured that all adults caring for children are fully vetted. The management ensures that they keep the safeguarding policies and procedures fully up-to-date. A detailed induction and regular staff support programme means that adults across the pre-school demonstrate a comprehensive awareness of the steps to take to report any concerns they may have about a child being abused. Children's safety is made a priority by ensuring that the premises and equipment are extremely well-maintained and remain safe and suitable for its purpose. Electrical and fire safety equipment is serviced as required. Prompt action is taken by the management to any advice or guidance gained from these checks, for example, immediate replacement of the fire blanket. Formal risk assessment is conducted regularly and frequent checks are undertaken throughout the day to ensure that children remain protected. The management is adept at resolving potential hazards, for example, when planning the vegetable and fruit planting area, it was recognised that blackberry brambles would be a potential hazard. The manager undertook research and obtained a hybrid variety, which is thorn free. Thus, children are now able to harvest such fruits without risk to their physical well-being.

The management undertakes regular and rigorous review using quality checks from a variety of sources, including seeking the thoughts of parents and asking the children about their preferences and ideas. Quality assurance awards are undertaken and the management involves the staff in all aspects of the development of provision; allowing them to take the lead in developing practice on some occasions. Consequently, there is a dedicated and enthusiastic staff team, who share the management's vision for providing quality childcare. An abundance of good quality toys, easily accessible and attractively presented, provide children with the confidence to explore and make personal choices and requests. Numbered fire-fighter figures are used as props for counting and problem solving; a picnic basket full of ribbons and mythical figures delights young children on being discovered in the 'fairy glen'. First-hand experiences of nature, such as observing the tadpoles in the tank are complemented by a range of books, posters and electronic media about the lifecycles of frogs.

Staff promote an inclusive atmosphere by acknowledging the different nationalities of the children attending. For example, during everyday activities and routines, they count with the children or ask them if they would like milk or water in Spanish. Stories and songs from different lands and creative activities, such as making a dragon for Chinese New Year, help children to explore similarities and differences while developing their understanding about the wider society they live in.

A wealth of information is made available to parents on a daily basis and staff's warmth of welcome facilitates relaxed verbal exchanges of information. Termly newsletters, information displayed on the notice board and the regularly updated digital photograph frame in the entrance area, provides parents with a wealth of

information about the learning programme. Questionnaires linked to the children's individual development records are conducted. The pre-school has effective systems for working in partnership with other services and external agencies to ensure that children with special educational needs and/or disabilities or those with other specific needs get the support they require. A robust commitment to support children as they make the transition to school is effectively implemented.

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

Children are extremely happy in this vibrant and stimulating pre-school. The continuous provision inside and outside promotes their independence, as they freely instigate play and activities that excite and interest them. For example, they take pictures of their eyes and the inside of their mouth with digital imaging equipment. With support, they save their images to the laptop and animatedly discuss what they see with the staff. Indoors, children make marks with a wide range of resources and outside, use water, rollers and paintbrushes to create patterns and 'writing' on the paving and shed surfaces. The organisation of the learning environment is superb both indoors and outside and demonstrates the staff's excellent understanding of the Early Years Foundation Stage and how children learn. Staff plan very well in a range of contexts and support children's learning in a fun and imaginative way. For example, close up photographs of items, such as the prickly shell of a conker provides children with problem solving opportunities. During counting songs, staff hand out numerals, out of sequence and invite the children to identify who has which number. They learn about safety, how their bodies work and a range of new vocabulary, such as 'splint' during stories about a child, who runs into the road and in the role play hospital.

Planning is highly effective as staff plan for the long, mid and short term through the use of regular observation and the inclusion of seasonal events. Each member of staff takes responsibility for assessing and planning for their key children. This promotes continuity and staff are able to include children's preferences and interests, which are used to support and inform future activity plans. On occasions, the staff introduce ideas for children to explore but allow them to take these in directions that interest them. For example, following an adult-initiated activity for mixing paint, two children explored making their own black paint by mixing mud and water. Staff record the children's thoughts and discussions to act as a document of the children's learning and discovery. This helps children to explore and review what they have. The use of a 'talking tub' invites ideas from the children and is used in many excellent ways to promote the outcomes for them. For example, children's independence and early citizenship is fostered when the staff engage two children in discussion about a dispute that occurred regarding the wearing of the chefs outfit. The children talk about their feelings and gain an insight into how each of them felt. They were encouraged to work together, negotiate roles and take turns to bake a carrot cake that they then shared with all the other children. Consequently, children's behaviour is exemplary throughout the pre-school. It is fostered further by the respectful role modelling by staff, their high expectations of the children and the opportunities for independence they facilitate. For example, children choose and pour what they want to drink and

organise themselves at snack times. They actively attempt to put on their outdoor apparel when getting ready to go to the forest area and are polite in their interactions. They frequently say 'excuse me', 'please' and 'thank you' without being prompted. They play exceptionally well with their peers, for instance, groups of girls and boys share the play tools and building blocks in the construction area and negotiate roles of police officers and detectives outdoors.

The manager has completed forest school training and has created a natural haven within the school grounds that is used effectively to engage the children in a variety of learning opportunities. In this area, children plant the seedlings they have grown, search under logs for bugs and catch butterflies and ladybirds. Staff encourage them to count and examine the differences between slugs and snails. Most significantly, the children are learning about safety in a practical and effective way. They recognise the different sounds of a drum and whistle, understanding that the whistle means that there is an emergency and they should make their way to the gate. Children learn to take risks as they negotiate uneven ground and to avoid brambles and nettles. All children have opportunities to visit the forest area, however, at present this occurs less often, during the sessions that the younger children attend. However, all children benefit hugely from the excellent outdoor play area attached to the playroom. They learn to challenge their physical dexterity on balancing beams and climbing a low-level tree. The children learn about healthy lifestyles through the nurture and harvesting of a wide range of fruit and vegetables and they learn about their bodies as they are engaged in role play in the hospital.

The fabulous access to writing materials, books and the visual images and numerals within the pre-school, along with the staff's enthusiasm and ability to engage children in discussion, counting and other activities means that the children's skills for the future are superbly supported. In particular, the innovative use of information and communication technology is engaging and supporting the children's learning and experiences. For example, children independently use headphones to listen to stories, they record information about their models in a talking book and a webcam on the bird table allows them to undertake first-hand observations from the playroom of the birds as they feed. Thus, children are animated and excited learners in this truly enabling environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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