

Pavilion Preparatory School & Kindergarten

Water Lily Day Nursery, The Pavilion, Clarence Gate, WOODFORD GREEN, Essex, IG8 8GQ

Inspection date	10/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children receive nutritious and varied meals, which complies with their dietary requirements.
- Staff have developed positive partnerships with parents and they contribute to children's assessments and developmental records.
- Staff manage children's behaviour according to their age and maturity to support their learning.
- Sound support is given for children with who speak English as an additional language and children with special educational needs to meet their individual needs.

It is not yet good because

- The setting have not consistently maintained a record of children's arrival and departure times.
- Children's independent skills are not consistently encouraged at mealtimes to make choices and serve themselves.
- Staff do not consistently talk to children about all aspects of safety to support their learning.
- Children are not always able to fully concentration while taking part in group activities

because of interruptions.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff and children during their play.
- The inspector sampled documents, policies and procedures.
- The inspector completed a joint observation of an activity with the provider.
- The inspector discussed the setting's self-evaluation.

Inspector

S Campbell and Jennifer Liverpool

Full Report

Information about the setting

Pavillion Preparatory School and Kindergarten registered in 2013 and is managed by Educational World Ltd, a private organisation. The setting is situated within the grounds of Repton Park, off Manor Road in Woodford Green, and within the London Borough of Redbridge. Children have the use of three play rooms, associated facilities and two outdoor play areas.

There are currently 49 children in the early years age group on roll who attend on a part-time and full-time basis. The playgroup receives funding for the provision of free early education to children two, three and four years. The setting currently supports children who speak English as an additional language and children with special educational needs and disability. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting is open each weekday, from 7.30am to 6.30pm. The setting operates throughout the year, for 52 weeks.

The setting employs 9 members of staff, including the manager. Most staff including management hold appropriate early years qualifications at level 5, 3 and 2 and two members of staff are working towards a higher childcare qualification. Two members of staff hold a QTS qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a daily record of children's hours of attendance is consistently maintained.

To further improve the quality of the early years provision the provider should:

- provide opportunities to promote children's independent skills at mealtimes by allowing them to serve their own foods, pour drinks and make choices
- provide opportunities to consistently support children's understanding of all aspects safety
- keep interruptions to a minimum while undertaking group activities to help children concentrate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a strong understanding of the Early Years Foundation Stage and as a result children are making good progress in their learning and development. From the outset staff obtain information about children's routine and starting points enabling them to promote continuity of care and effectively build on what children already know. Staff undertake regular observations to effectively track children's progress in all areas of learning. Children's developmental records clearly show their next steps enabling parents to gain an understanding of children's milestones. An effective key person system is in place and as a result staff are able to talk about children's developing personalities and individual needs in detail.

Children who speak English as an additional language are supported well through everyday routines. Staff obtain key words to help promote children's early communication skills. Staff use their expertise to communicate with children in their home language and children comfortably speak to staff to express their wants and needs. Throughout the day babies happily smile at staff's spoken words. They are beginning to say single words, such as oh oh. Staff regularly sing nursery rhymes with babies to support their developing vocabulary. While reading stories to older children staff encourage them to predict events. They ask children good open-ended questions to encourage the use of more complex sentences. Consequently, children respond about whether they like beans and potato. Children enjoy listening to stories. However, their concentration is broken when the story is interrupted and children lose focus. Older children follow instructions well and wait patiently for the name to be called before visiting the bathroom.

Children have access to attractive books areas with soft furnishings and cushions. Children are aware the print carries meaning. They lay cushions on the floor and leisurely look at books while they imitate reading stories to their friends. Staff sing number rhymes with children so that they identify some number names, such as 'Five Little Monkeys' and 'Five Little Speckled Frogs'. While reading stories to children staff encourage them to count 'the magic beans'. Older children use some mathematical words randomly and excitedly talk about the giant being upside down. Children confidently identify many shapes while looking at books with staff, such as a square, circle and rectangle. Children are developing an understanding of growth by taking part in planting activities, such as growing cress seeds. Older children have access to a varied range of technology toys to support their learning about how things work. Children creative skills are supported well through activities such as, water play, painting, making collage and drawing. Young children are becoming aware of simple shapes through talk and when using materials to decorate shapes. Babies benefit exploring their senses while taking part in hand painting activities.

The contribution of the early years provision to the well-being of children

Children have positive relationships with staff. They are happy and settled in their environment. Upset children are comforted by staff straight away, which results in them settling. This demonstrates caring relationships are built. Within children's rooms there are displays of family photos and special people in children's life, which allows children to feel valued and promote their sense of belonging. Children's independent skills are generally promoted through everyday routines. Babies home routines are followed, and they are encouraged to make choices at snack time. However, older children's independence is not promoted at mealtimes, so they lack opportunities to make choices, serve themselves and pour their own drinks.

Children's health is appropriately supported because staff have put in place suitable daily routines that help prevent the spread of infection or germs. For example, staff have adequate provision and established routines for the sterilisation of babies bottles and children's utensils. In addition to this, staff responsible for handling and preparing food has undertaken appropriate training and follow good practice, such as checking the temperature of food. Staff monitor the menu provided by the outside caterers in advance to help ensure that all children's dietary requirements are catered for. For example, during the inspection children were offered lamb tagine with vegetables for lunch. Children with special dietary requirements received alternative options such as, vegetarian tagine or an alternative cooked with halal meat. This meets with children individual needs and helps them to remain healthy.

Children benefit from daily fresh air and outdoor play. Children have access to range of outdoor equipment to promote their physical skills. Older children enjoy playing on the climbing frame and use a range of movements with increasing control. Fire drills are practised regularly so children know how to leave the building quickly and safely. Although children act safely, most of the time, staff do not always help them understand how to stay safe. For example, they do not explain why they should not walk up the slide while their friends are waiting.

Children benefit from staff's positive behaviour strategies that are appropriate to their age and help them to learn to cooperate with each other. For example, staff provide children with appropriate opportunities to take part in passing balls to each other so that they learn to take turns. There are appropriate systems in place to support children who have special educational needs and or disability. This is because the staff work closely with parents and external agencies to help ensure that the developing needs of the children are monitored, planned for and met. Children have plenty of space and access to a range of resources that are age and developmentally appropriate. Toys are in good repair and all toys are stored at children's level to enable them to make choices about their play.

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

Children are safeguarded because staff and management have a secure understanding of child protection issues and procedures. Staff ensure most required documentation is maintained, such as accident, medication and complaints records. However, children's

attendance records are not consistently maintained. This is a breach of a legal requirement. Children are supervised both indoors and outdoors because staff ratios are maintained and they are appropriately deployed. Risk assessments are regularly undertaken of areas used by children to promote their well-being.

There are suitable vetting procedures in place to ensure children are cared for by suitable adults, who hold the required level of qualification. Management undertake regular appraisal, training and supervision, which identifies training needs and support staff's professional development. At present, there are no students present. Management actively encourage staff to attend, which promote positive outcomes for children. For example, they hold first aid, safeguarding, food and hygiene qualifications. Management have begun to undertake observations to evaluate the quality of the teaching and learning. Since managing the setting management have addressed healthy and safety issues and implemented systems to improve the two-way flow of communication with parents, such as daily diaries. There are suitable processes in place for self-evaluation and as a result, the setting is working towards strengthening the support given to staff.

Staff partnership with parents is good. They ensure that parents know about their child's care routines, development and progress through the use of daily diaries, informal discussions and the sharing of records. Parents also share information about their child's progress from home and they are invited to contribute to their child's assessments at parents meetings. This promotes consistency of care and contributes to children's wellbeing at the setting. Parents comment favourably about the provision of care and learning for their children. Parents say that their children enjoy their time at the nursery and bring work home and are making progress in their learning and development. Parents also say that the staff keeps them informed about their child's progress and encourage them to become involved in their child's assessments. This sharing of information enhances children's development and learning. Staff work in partnership with others involved in children's development, to promote a consistent approach to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY461017
Local authority	Redbridge
Inspection number	919664
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	49
Name of provider	Educational World Ltd
Date of previous inspection	not applicable
Telephone number	0208 5056565

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

