

The Pavilion Pre-School

Chalky Road, Portslade, Brighton, East Sussex, BN41 2WS

Inspection date

Previous inspection date

20/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and relaxed in the setting because staff provide a particularly welcoming and stimulating atmosphere.
- Staff have built strong links to the local community and outside agencies, which is reflected in the positive comments from the families that use the setting.
- Information for parents and families is excellent, displays and communication are both formal and informal, and provide strong connections, which helps children feel confident and secure.
- Children freely choose from a wide variety of interesting and stimulating activities and resources both indoors and outdoors. As a result, they make very good progress in their learning.

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.

Inspection activities

- The inspector took into account the views of parents.
- The inspector took into account the views of children.
- The inspector viewed documentation, assessments and plans.
- The inspector took into account the views of staff and volunteers.
- The inspector observed child-led and adult-led activities.

Inspector

Rachel Southern

Full Report

Information about the setting

The Pavilion Pre-School opened in 1973 and operates from a sports pavilion in Portslade. A maximum of 24 children may attend at any one time. The setting is open weekdays from 9.15am to 1pm term time only. All children share access to an outdoor play area. There are currently 35 children aged from two to under five years on roll. The pre-school receives funding for the provision of free early education. Children come from the local and surrounding area. The pre-school currently supports a number of children with special educational needs, and also supports children who speak English as an additional language. The pre-school employs five staff. All five staff members hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance all possible opportunities for children to see written words in the outside area.

Inspection judgements

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

Staff have an excellent understanding of how to promote children's learning and development and have high expectations of the children. They offer an enriching range of activities that cover all areas of learning. In particular staff provide high quality opportunities for creative activities, which are both part of free-play for the children, but are also guided and adult-led. These include a "free-painting" canvas outside, drawing and gluing areas, and a well resourced dressing up area. Consequently children confidently express themselves through imaginative play and by using a range of media and materials to represent their own ideas.

Staff are excellently skilled at playing alongside children and extending children's play and ideas. Consequently children make very good progress in their learning and development. Staff know the children very well and provide activities based on their individual interests and needs. For example, when noticing a group of older boys prefer to play outdoors, staff provide adult-led activities in the garden to cater for this. These activities include timed balancing, catching and throwing activities that engage the boys' interests for lengthy periods and as a result they build very good concentration skills. Children enjoy listening to stories, both in groups and alone in the cosy book area. Staff are confident in helping children enjoy listening to stories as they use this opportunity to extend and

challenge children's learning. For example, staff ask children to think of rhyming words and complete familiar phrases in the story. This helps develop children's literacy skills as they are able to recall familiar stories and link sounds they recognise together. Although the outdoor area offers children a wealth of activities across the areas of learning, there are fewer opportunities for children to see signs and posters. This reduces opportunities for more active learners, who prefer to be outside, to recognise that print carries meaning. Children enjoy singing number rhymes and this helps them develop their number skills.

Staff are keen to develop children's mathematical skills further by encouraging children to count objects, so they can link number and counting. Staff are very enthusiastic in their conversations with children, extending their vocabulary and building communication skills. Staff give children sufficient time to respond to questions, which results in children becoming confident speakers. Staff show great interest in the children and talk to them about their personal lives, for example, when children have new siblings. This means children become confident in talking about their feelings which helps build their confidence and self-esteem. Staff help build on children's vocabulary. For example, during an activity about the older children leaving for school next term, staff focus children's interests using words such as "playground", "teacher", "book bag" and "uniform". All these opportunities help children develop extremely useful skills in readiness for school.

Staff form excellent links with parents and regularly provide information about their child's development. Parents are welcomed into the pre-school to spend time with their child and become involved in their learning. Parents receive information about the areas of learning and are encouraged to continue this at home with their child, to further promote their development.

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

Staff provide a particularly warm and caring environment, where children are confident and well engaged in their play. The environment reflects the local community with posters and displays of the children's work around. Children play with a wide range of stimulating and interesting resources and demonstrate their confidence in initiating their own play and learning. Staff make excellent use of a key worker system and children clearly know who their familiar adult is and often choose to play with them. This demonstrates children form secure attachments and strong relationships.

Staff have developed some excellent relationships with the families in the local community, and links with parents are exceptional, which helps children to feel welcomed and valued. Children's behaviour in the setting reflects their calm and relaxed feeling of security. Staff are calm and act as excellent role models. They offer children regular explanations and gentle reminders about how to behave and play in safety. For example, if children run around indoors, when staff ask them about the rules, children confidently say 'running outdoors and walking indoors'. Children have more opportunities to learn about keeping safe through conversations with staff members about crossing the road or being safe in the kitchen.

Staff support children very well in developing an understanding of a healthy diet. Staff cater for children's dietary needs and provide fruit and water throughout the day for children to help themselves to. Children have taken part in 'Our Healthy Foods' project and have made displays showing different kinds of foods and diets. The pre-school has just completed a Healthy Eating training programme and staff demonstrate a thorough knowledge of the benefits of eating healthily, which they promote with the children. This helps children learn the importance of a healthy and balanced diet.

Staff provide excellent support for those children who are moving on to school. Teachers from the local schools have visited the children in the pre-school and staff have taken the children to visit the school they will move onto. Staff speak regularly to children throughout the day about their move to school, explaining they will sing songs like this at school and have a book bag. Staff also offer meetings to parents who have any concerns or worries they wish to discuss. This all helps ease the move for the children and their families to a new environment.

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

The manager is very clear of her role in overseeing the educational programmes. She provides excellent support for staff who clearly know their roles and responsibilities in meeting the safeguarding, and learning and development requirements. They provide a rich and varied range of activities for the children, which help them make very good progress. The manager has regular meetings with staff, where they are able to discuss their performance and identify any training and development needs. Staff are encouraged to reflect upon their continuing professional development and improve their knowledge and practice through gaining qualifications and attending Local Authority training days.

Highly effective self-evaluation includes the views of the staff and advice sought from the local authority, which feeds into reviewing the success of improvements and areas for future development. Staff meetings are held regularly to discuss planning and changes to practice, this ensures the setting is accountable and responsible for their developing practice.

The manager and staff are very clear about their role in protecting children from harm. Staff have a thorough knowledge of child protection issues and the procedures to follow if they have a concern about a child in their care. They provide a safe environment for children where they are able to move around freely and play in safety.

Partnerships with families using the setting are relaxed and effective, as a result parents feel confident talking to staff. Parents state they are 'very pleased' with the pre-school and that the staff are 'fabulous'. Staff and management have developed excellent links with outside agencies, local amenities and other early years providers which has helped to further meet the needs of families that attend. Highly effective contact has been made with other external professionals to support children's developmental needs. This supports

all children in making the best possible progress.

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	130760
Local authority	Brighton & Hove
Inspection number	825481
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Brighton & Hove City Council
Date of previous inspection	not applicable
Telephone number	01273 423 854

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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.

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