

Pavilion Project

The Hub, Derwent Street, North Ormesby, MIDDLESBROUGH, Cleveland, TS3 6JB

Inspection date

19/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- A highly effective key person system helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the playgroup.
- Staff are secure in their understanding of how children learn. They are enthusiastic and provide good levels of support. This results in children making good progress given their starting points.
- The premises are safe and very secure. Effective risk assessments are carried out to identify potential risks to children, and good steps are taken to reduce these.

It is not yet outstanding because

- The stimulating outdoor environment does not always provide the opportunity for children to fully explore and investigate the natural world.
- There is scope to further enhance the very good opportunities for all parents to share even more information about their children's learning and development at home, so that the playgroup can use this information to promote children's learning even further.

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 held discussions with the manager and nominated person at the beginning of the inspection and throughout the day.
- The inspector observed activities in the childcare room and the outdoor environment, and spoke to staff and children at appropriate times.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector held a meeting with the manager.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff working with children, and looked at the playgroup's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Pavilion Project was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in North Ormesby, Middlesbrough, and is managed by North Ormesby Neighbourhood Development Trust. The playgroup serves the local area and is accessible to all children. It operates from the playgroup room and main hall. It also has use of the sensory room. There is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at a minimum of level 3, and one holds level 2. The playgroup opens from 9am to 12 noon Monday to Friday and from 1.30pm to 4.30pm on a Tuesday. There are currently 20 children on roll, all of whom are in the early years age group and attend for various sessions. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunities for children to independently observe and explore the natural world, for example, by providing them with a planting and digging area in the outdoor space
- review and extend the opportunities for all parents to share information about their child's learning at home, and use this information to further develop activity planning to maximise children's progress in their learning.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning. They carefully observe, assess and plan for children's future learning. Children's developmental files and clear tracking systems show how children are making good progress towards the early learning goals. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for them. The next steps in children's learning are clearly highlighted for staff to follow when planning future activities for their key children. As a result, children generally enjoy a wide variety of exciting and imaginative activities,

both indoors and outdoors, which are planned by staff to meet their individual learning needs. Indoors is a rich and exciting environment, with staff thoughtfully setting out activities covering all areas of learning. Outdoors, children develop good physical skills as they run, jump, throw and roll the balls and balance on the low-level benches. However, the outdoor environment does not always reflect the very good indoor provision, for example, by letting children explore and investigate the natural world through digging and planting their own seeds, and seeing the effects of the weather. This means their learning in this area is sometimes not as rapid as possible.

Staff show great interest in what children are doing and notice and praise their achievements. This encouragement motivates children to persevere. For example, children concentrate well as they join the pieces of the wooden train track together. Staff talk with the children about what they are doing and ask questions to help them make links in their learning, for example, by asking them to name the different colours of the carriages and asking what they need to do next so all the pieces join up. Children eagerly collect their hard hats and real tools to fix the track. Staff display genuine pleasure when the entire track is joined up and the train can set off on its journey. Children develop their understanding of number and size because staff use mathematical language when singing number rhymes, and introduce words, such as 'big' and 'little', as they construct using plastic bricks. Older children are beginning to recognise their own name as they collect it off the welcome board and put it in the basket when they arrive at playgroup. Staff skilfully support them in sounding out the letters in their name and going on to successfully write it. All children receive good opportunities to make marks using a variety of different materials, such as, paint, chalk, gloop, sand and pens. Where children are recognised as requiring additional support, staff work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they have close links with speech and language professionals, enabling them to provide additional support for children in their communication and language. Staff speak clearly to children, asking lots of open-ended questions, and give them time to respond.

Children are given lots of opportunities to learn about the local environment as they go for walks in the community and visit the play park and church hall. All children are developing an interest in books. For example, older children enjoy listening to stories individually and in small groups, with many being able to successfully predict what comes next. Some children can already read simple stories, and staff sit with them as they carefully turn the pages so adults can see the pictures. Staff further inspire children's interest in books by regularly taking them to the library. Staff successfully encourage children to take turns in choosing the songs and rhymes they wish to sing while they wait for snack. Children are becoming increasingly independent when managing their personal needs, such as using the toilet, putting on their own coats and choosing what they want to do. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. Consequently, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving on to nursery or school.

Parents comment positively about the progress their children make in their learning and development. They say that their children love coming to playgroup and are particularly positive about their children's progress in their personal, social and emotional development

and in their communication and language. Staff discuss children's progress, activities and achievements on a daily basis. They look for new ways to encourage and enable parents to share information about what their child is doing at home. However, as yet they are not always fully engaging with all parents so they can use all available information to ensure planning further promotes children's very good learning.

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

A stimulating, well-resourced and welcoming environment is provided, which supports children's all-round development and emotional well-being. An effective key person system is in place, which enables all children to form appropriate bonds and make secure attachments. As a result, children are happy and enjoy the time they spend in the playgroup. Effective settling-in arrangements are in place, and both children and parents are well prepared to make the move from home into the playgroup. A wealth of good quality information is shared between parents and staff to ensure individual routines and needs are well met. For example, parents visit the setting with their children, spending time chatting to staff as their child plays and sharing information regarding stages of development, likes, dislikes and family members. Staff support parents with issues, such as potty training, to ensure a joint approach is maintained. Staff sensitively recognise that some children take longer than others to settle, and encourage parents to stay in the building so they are close by if needed. Consequently, children are happy and secure and are confident to explore and try out new things, and new children who become upset are comforted in a calm and caring manner.

Relationships between staff and children are strong. Parents say that their children are always eager and happy to come to the playgroup, with one saying that sending her child to playgroup was the best decision she had ever made. Very good partnership working takes place between the playgroup and the local school nursery. For example, children are regular visitors to the school's outdoor play area and often attend the same singing session in the local church hall. Consequently, children get used to the school and nursery building, as well as their future teachers, ready for their next stage of learning.

Good standards of hygiene are maintained throughout the playgroup. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snack and lunch. Children learn to manage their personal care well, with good support from staff. For example, they are learning how to wash and dry their hands thoroughly and are beginning to know when they need to do this. Children are offered a wide range of healthy and nutritious snacks, including vegetable wraps and fresh fruit. Staff successfully support children as they chop the fruit and begin to pour their own drinks. Children can bring a packed lunch with staff sitting with them as they eat and try new foods. The playgroup works closely with parents to offer suggestions for healthy packed lunches. Children are encouraged to try new foods from other cultures, for example, they make their own healthy pizzas and sample Greek food provided by a parent.

Children respond well to the clear boundaries set for them. For example, older children are well mannered, saying 'please' and 'thank you', often unprompted. Their behaviour is

good, as the staff share consistent expectations and set good examples themselves. Children listen carefully as staff offer meaningful praise throughout the session for jobs well done. For example, for helping to tidy up or reading a story to their younger friends, and smile widely as they receive a star on their chart.

Children develop a good understanding of personal safety from the attentive staff. They know they have to sit on their chairs properly and handle tools, such as spanners and scissors safely. Children learn about fire safety in fun ways, for example, by visiting the local fire station. Staff show great enthusiasm and encourage children to enjoy energetic play by organising songs and action rhymes. Children have suitable opportunities throughout the session to experience fresh air and be active. All weather suits are provided and children show huge excitement about being outdoors in the rain. This supports their physical health and development well.

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

The manager has a good understanding of her responsibilities for meeting both the safeguarding and welfare requirements. She has secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support the staff team. As a result, staff are motivated, enthusiastic and clearly enjoy working in the playgroup. Successful performance management systems are in place and staff training needs are identified through supervision and appraisal. Effective induction arrangements are in place. This ensures all staff, including students, are fully aware of their roles and responsibilities and are suitable to work with children. Planning and assessment systems are monitored effectively and the manager works alongside staff, gaining first-hand knowledge about what is working well and addressing any issues raised. Documentation for tracking children's progress is in place. This information accurately identifies when children are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need.

Good attention is paid to self-evaluation and promoting continuous development. Parents, staff and children are involved in this process to ensure that their views are considered when planning future improvements. For example, children complete colourful charts where they rate the activities they have taken part in. The manager also reflects on the setting's practices to identify priorities for improvement, and works closely with the local authority advisers. This results in a detailed development plan that ensures the ongoing level of quality care and learning continues to be maintained and improved upon. For example, the playgroup have adapted well to their new building and are constantly looking at ways to develop the environment, such as looking at ways of improving the area where children hang their coats and the storage of resources.

Robust safeguarding procedures are in place. All staff have completed suitable child protection training and, as a result, they are fully aware of the procedures to follow should they have any concerns. The premises are secure, and comprehensive risk assessments cover all areas of the playgroup to clearly identify hazards children may come into contact

with. These are reviewed regularly, along with all the policies, procedures and other documentation, to ensure these meet current guidelines and practices. There are clear procedures in place for the use of cameras and mobile phones. All staff have suitable paediatric first aid qualifications. Consequently, they are well protected in the event of a minor accident.

Parents receive good quality information. Displays, photographs and notices, along with regular newsletters, inform them of many aspects of the playgroup. Parents are also informed about their children's care routines and activities they have enjoyed. Parents are actively encouraged to share their views about the playgroup through questionnaires, and any suggestions are positively welcomed and addressed. Parents are complimentary about the playgroup and care of their children. For example, they say 'It is brilliant. I have no concerns' and that their child is 'really settled'. Staff work very positively with other professionals and agencies to support children with special educational needs and/or disabilities who attend the nursery. This provides a consistent and targeted approach for the children, enabling them to achieve and make progress relevant to their needs. The playgroup has strong links with the nearby nursery and school and is constantly looking at different ways of engaging with other settings children attend to ensure continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY458972
Local authority	Middlesbrough
Inspection number	908728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	20
Name of provider	North Ormesby Neighbourhood Development Trust Ltd
Date of previous inspection	not applicable
Telephone number	01642 242 533

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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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