

Lavendon Pavilion Pre-School

Lavendon Pre-School, The Pavilion, 63a High Street, Lavendon, OLNEY, Buckinghamshire, MK46 4HA

Inspection date	11/03/2014
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		4
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		4

The quality and standards of the early years provision

This provision is inadequate

- The pre-school has not informed Ofsted of changes to the manager of the setting. It is an offence not to inform Ofsted of changes to managers without reasonable excuse.
- Staff have a poor understanding of, and fail to complete, the progress check for two-year-old children. Therefore the pre-school fails to provide them with accurate information at this stage in order to accurately plan children's individual learning goals.
- The systems in place to risk assess the inside and outside environments do not take account of safety aspects in relation to resources and the environment. Therefore children's safety is put at risk.
- The systems to self-evaluate the service and monitor, supervise and coach members of staff lacks robustness. Therefore staff understanding of their roles and teaching skills are inconsistent and this impacts on the quality of learning and development.
- Staff questioning techniques are inconsistent and therefore do not always help children think through their learning and resolve problems.
- Staff do not place sufficient importance on initial information collected from parents about children's starting points in order to inform their baseline assessments and accurately measure progress.

It has the following strengths

- Children's independence skills are promoted well and they are valued as helpers. This builds their self-esteem and confidence.

- The preschool is effective in supporting children's learning about how to be good citizens. They successfully learn friendship skills, how to share, negotiate and be patient with others. Staff model positive examples of good behaviour and praise children appropriately and specifically for their achievements and good behaviour.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practitioners teaching and children learning.
- The inspector discussed practice with practitioners, the manager and registered person.
- The inspector sampled documents including those for learning and development, safeguarding and general suitability.
- The inspector read the pre-school's self-evaluation document.
- The inspector spoke to parents about their views.

Inspector

Carolyn Hasler

Full report

Information about the setting

Lavendon Pre-school first registered in 2010 and re-registered in 2013 under Lavendon Primary School Committee. The pre-school is registered on the Early Years Register and the voluntary part of the Childcare Register only. It runs from within The Pavilion which is set back off the main high street in Lavendon, Buckinghamshire. It comprises a single hall, kitchen and toilet facilities. There is an outdoor area for the sole use of the pre-school when it is operating. Children attend from the local community and surrounding areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting opens four days a week from 9am until 12pm on Mondays and 9am until 2pm Tuesdays, Wednesdays and Thursdays, term time only. The setting employs four staff. The manager holds Qualified Teachers Status and all other staff hold appropriate early years qualifications. There are currently 24 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four.

What the setting needs to do to improve further

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

- take reasonable steps to ensure the safety of children, staff and others on the premises by risk assessing furniture and equipment to ensure children are not exposed to hazards
- carry out the progress check for each child aged between two and three years and provide their parents with a short written summary of the child's development in the prime areas of learning, and identify any emerging concerns and develop a targeted plan to support children's future learning
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.
- ensure there are effective systems in place to gather information to assess all children's levels of development right from their start at pre-school in order to fully support each child's individual progress towards the early learning goals and to fully involve parents in their child's learning

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

- develop staff questioning techniques to extend children's learning, particularly in communication and language skills, and to encourage further their thinking and problem solving skills

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

This pre-school requires improvement in order to provide good quality learning and development. Staff plan the environment both inside and outside to provide children with a variety of activities. They ensure the range of resources supports child-initiated play and adult-supported learning. Children move comfortably around this environment choosing to play both inside and outside. They are able to influence planning by sharing their ideas with staff. Staff are deployed well to supervise and engage children in play and learning. They model learning and provide lots of encouragement to children as they gain skills. Staff are particularly good at supporting literacy and mathematical skills. Children have many opportunities to practise their early writing skills and they enjoy books and play with numbers. The post office role play area helps them understand that written words can be used in lots of situations. They are encouraged to count within everyday routines. For example, they count the number of chairs set around the table for snack time. Staff

introduce activities such as cooking which encourages children to use many skills including the use of technology. In addition, their sensory awareness is explored. There are lots of conversations taking place and staff use lots of descriptive commentary around children. However they are less skilled in using questions that help children think creatively or solve problems for themselves. This reduces children's experiences in their mathematical and communication and language development.

While planning for groups of children is sufficient, staff are less knowledgeable about individual children. For example, initial information collected on children from parents focuses too much on care issues and does not take account of their current stage of development. Staff record 'Wow' moments and observe children's development. However they are less skilled at identifying next steps to support individual children making progress. Staff do not demonstrate a secure understanding of the progress check for two-year-old children and so this is not in place as required. However, the preschool provides parents with regular written assessments of children's development. Many other aspects of working in partnership with parents work well. For example, staff share information on current topics and encourage parents to engage children in learning at home.

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

The pre-school has inadequate care practices and children's safety is not always prioritised. The pre-school staff demonstrate verbally their understanding of safeguarding issues and what to do in the event of a safeguarding concern. However, they are less successful in risk assessing the pre-school premises and removing hazards to ensure children's safety. For example, there is a heavy wooden tree on which staff mount photographs of the children. When a child trips over the 'root' of the tree it caused the tree to fall and land heavily on the floor. This posed a risk of injury to children should it have landed on them. In addition, rugs are not secured which poses a tripping hazard and children are exposed to nettles in the outside play area. Failure to keep the premises and resources safe is a breach of requirements. Nonetheless staff generally encourage children to use resources such as scissors safely and to be careful of others while they play. To start developing their awareness of how to keep themselves safe.

The key person systems within the pre-school generally work well. Staff visit families at home and parents and children are invited to visit the pre-school as part of the settling in process. Staff work with parents to ensure children have opportunities to build secure and trusting relationships within the pre-school. Overall, children separate from parents and successfully settle, learning that pre-school is a fun experience. Staff model many social skills and provide a caring and positive environment for children. They encourage and praise children for their achievements and help them learn how to be part of the community. Staff provide children with opportunities to learn about taking responsibility and they enjoy becoming 'helper for the day'. All children understand the routines and help tidy up at the end of play sessions. Staff promote their independence further by encouraging them to manage their own coats for outside play and with hand washing skills. Children have their own spaces to keep their personal things and work to go home. Staff encourage friendships and plan activities where children learn to share and take

turns. They have introduced a sand timer to help children understand the concept of time and patience as they wait their turn to use favoured equipment. Small groups of children play together, sharing their learning experiences. The pre-school caters for a diverse community and children learn that it is okay to be different. Staff plan activities to support children's understanding of other people and their communities. There are positive images of other people's lives within books and play resources. This gives children the opportunity of exploring their thoughts and feelings about others.

In general, staff plan outside spaces appropriately to offer children challenges within their physical development. Although at times the outside space feels uninspiring. They talk to children about hygiene issues and children learn about germs and how they make them feel. Drinks and snacks are healthy and nutritious. Staff talk to parents to encourage healthy packed lunches, this ensures children have the energy to continue their learning into the afternoon. The preschool has plans to promote healthy eating even further by developing an area of the outside space into a vegetable patch.

Overall, children develop emotionally and learn many social skills such as managing their own feelings and behaviours. There are close links with the village school enabling children to manage change successfully.

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

The leadership and management of the pre-school is inadequate. Staff show variable skills in teaching. Some teaching and monitoring of children's development provides parents with adequate information about children's learning. However, other observations are not yet sufficiently evaluated to consistently identify children's individual next steps for learning. Key assessments such as the progress check for two-year-old children are not completed or recognised as important early indicator to support future learning. Potentially some children's needs may be missed at this stage. Procedures to supervise, monitor and coach staff are ineffective. Staff currently lack the training they need to improve the quality of their interactions with children and to carry out key assessments. Overall, teaching is not consistent enough to ensure all children make good progress against their starting points.

Recruitment processes within this pre-school are robust and ensure that all members of staff, committee members and parent volunteers have completed appropriate checks. Those working directly with children have the appropriate level of qualifications. However, there are several safeguarding and welfare and learning and development requirements which are not being met. The pre-school has also committed an offence by not informing Ofsted of changes to persons managing the pre-school on a day-to-day basis. However, Ofsted do not intend to take action about this breach or requirements at this time. Some of these requirements impact greatly on children's safety and well-being. Therefore the pre-school is being issued with a notice to improve.

The self-evaluation process is ineffective and they do not risk assess effectively. The

leadership and management team and staff take little time to reflect on practice and recognise where weaknesses lie. Sometimes this is because of a lack of knowledge and skills within the team and on other issues this is because they have not had sufficient time or resources to improve. Consequently actions to develop practice have not gone far enough to significantly improve the provision they provide.

The pre-school plays a central role in the community. Parent helpers and committee members share positive views of the service. The preschool has strong links with the local school and works with other local authority agencies to support the changing needs of children.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463628
Local authority	Milton Keynes
Inspection number	931057
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	24
Name of provider	Lavendon Pavilion Pre-School Committee
Date of previous inspection	not applicable
Telephone number	07902818491

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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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