

Pavilion Pre-School Aigburth

50 Dundonald Road, Liverpool, L17 0AF

Inspection date	26/09/2014
Previous inspection date	30/01/2012

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		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

- Children enjoy the time they spend at the pre-school. They make good progress in their learning and development because the quality of teaching is good. Staff provide a wide range of play activities for children to enjoy.
- Children are effectively safeguarded due to robust recruitment, vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- Staff provide a warm and welcoming environment where children settle very quickly and feel safe and secure. As a result, their emotional well-being is promoted effectively.
- The committee, management and staff are committed to continually enhancing the service they provide. Through their own self-evaluation they are able to identify areas of strength within the pre-school and areas for development to improve the service further.

It is not yet outstanding because

- On occasions, staff do not always embrace opportunities for children to extend their use of number and counting in their self-chosen activities in the outdoor area.
- Staff do not always promote opportunities for older children to fully develop their independent skills at snack time.
- Resources are not always best used to enhance children's rich imaginary and pretend play.

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 spoke with staff, parents and children at appropriate times throughout the inspection.
- The inspector observed children's activities indoors and outdoors.
The inspector looked at various documents, including policies and procedures,
- children's records, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector had a tour of the pre-school and held discussions with the manager.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Pavilion Pre-school Aigburth was registered in 1969 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from a single storey detached building in Aigburth, Liverpool. Children have access to an outdoor play area. The pre-school is open from 9am until 12 noon, Monday to Friday, during term time. Children attend for a variety of sessions. There are currently 22 children on roll, all of whom are in the early years age range. The Pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six members of childcare staff working directly with the children, all of whom hold appropriate early years qualifications. Of these, two hold an appropriate qualification at level 3, three hold a qualification at level 6 with Qualified Teacher Status and one holds a qualification at level 2.

What the setting needs to do to improve further

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

- extend the range of mathematical activities provided in the outdoor area to encourage children to count the things they see and use numbers in their self-chosen play activities
- enhance opportunities for older children to develop their independent skills during snack time, for example, by encouraging them to select and prepare their own fruit
- extend further children's opportunities to engage in real life experiences during their role play, for example, by providing them with a wider range of stimulating resources in the home corner area.

Inspection judgements

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

The pre-school is a friendly and welcoming setting. Staff have a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage and this means that they can provide children with an extensive choice of activities that capture their interest and encourage their learning. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children are interested in planning and building a road outdoors and the member of staff sensitively asks if they would like some wooden planks to help build it. Staff regularly complete comprehensive observations on the children, which are documented in their learning journey records. Children's progress is well monitored to ensure they are

making good progress as staff complete regular assessments for each of their key children. Through these approaches, any gaps in learning are quickly identified and supported. Staff have a thorough knowledge of how to complete the progress check for children aged between two and three years and the need to share this with parents. As a result, all children including those who have special educational needs and/or disabilities, and those who speak English as an additional language have the key skills needed for the next steps in their learning and make steady progress.

Children's creativity and ideas are encouraged well through a good range of craft and creative resources. They have fun making pictures to take home using a range of decorative materials, which they proudly show off to visitors and their peers. This enhances children's self-esteem as their involvement is positively encouraged and valued. The children use resources, such as, scissors and glue sticks confidently. Children further develop their mark making skills, as they use paintbrushes to create paintings and learn how to hold pencils correctly to draw pictures. Therefore, they are ready for school when the time comes, because they have a wide range of skills to support their future education, as well as a very positive attitude towards learning. Children use mathematical language in their play as they name colours and shapes. They begin to understand about size as they talk about building a long road. The use of a range of construction resources outdoors and jigsaws offer different challenges for the children to problem solve and create with. However, children are not always provided with opportunities to fully enhance their counting skills during their self-chosen play. This is because on some occasions, staff do not always maximise opportunities to develop children's use of numbers when playing outdoors. Children's communication skills are promoted well by staff. They are articulate and confident as they have a wide range of opportunities to talk to other children, staff and visitors about what they can see, hear, think and feel. Staff verbally interact with children throughout the morning, asking questions, posing tasks and providing challenges for children. This promotes the development of early language skills and helps children to develop their learning by working through new challenges together. Children enjoy books and stories. They listen attentively as a member of staff tells them one of their favourite stories; anticipating with excitement which character will appear next in the book. Children are provided with interesting opportunities to become involved in pretend play, for example, they enjoy dressing up as a favourite character from a story or film. However, on some occasions, the role-play area is not always used to fully extend children's imaginative play. For example, during the inspection there were no real grocery items in the role-play area, such as, things that children might find in their kitchens at home. As a result, some opportunities to extend children's imagination are not always fully explored.

Partnerships with parents are well promoted because the pre-school staff encourage them to be involved in their child's learning. A wide range of information is gathered from parents when the children first visit, which enables them to settle quickly. Children have individual learning and development files containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to discuss their child's progress and the interests and activities they have enjoyed at home. This means there is shared

knowledge about children and a complete picture of children's learning and development is obtained.

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

Staff have a warm and considerate approach towards children in their care. They are sensitive to their individual requirements and meet their needs well. When children are settling in, staff gently encourage them to play and use resources they know will help to ease their anxieties. Once settled, children are happy and confident as they play. Children form close attachments with their key person, effectively promoting their emotional well-being. Staff offer plenty of praise and reassurance as children play. For example, children respond well to the gentle reassurance that staff provide when they become unsettled. This caring approach helps children to make firm bonds with staff and allows their confidence to grow. Children behave well and understand the rules of the pre-school. Staff remind children to be kind to each other, not to run inside and to be careful when using scissors. They give reasons as to why children should do or not do these things. Consequently, children are beginning to understand how to behave well.

Staff support children in developing independence and self-care skills. For example, children competently wash their own hands and try to put their own coats on. They have access to a wide range of age-appropriate resources, both indoors and outdoors, which are labelled and easily accessible. At snack time, children enjoy various fruits to eat and have the opportunity to pour their own drink of water or milk. However, there are fewer opportunities for children to further develop their independent skills through routine activities, such as, snack time. For example, during the inspection, staff cut up the fruit for children, which does not encourage them to learn to do this for themselves.

Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. They exercise and develop good coordination as they move in different ways and join in with action songs during the morning sessions. Children rapidly improve in physical ability and confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and they learn to climb and balance on crates and tyres. Regular fire drills are practised with children. This process ensures they are familiar with the procedure and raises their awareness and understanding of how to stay safe. Records of all fire drills are recorded to ensure the procedure is monitored. Staff ensure the environment is safe and check all areas prior to children arriving.

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

The committee, management team and staff are well informed about child protection procedures and have a good knowledge of effective safeguarding practice. Staff are aware of the procedures to follow should they have a concern about a child's welfare. They supervise children well to ensure they are suitably protected. For example, there are effective procedures in place to check the identity of all visitors to the pre-school. Staff complete regular risk assessments and give a high priority to risk management. Thorough

risk assessments are conducted on all areas children use; both indoors and outdoors, to ensure potential hazards are identified, minimised and removed. Children are further protected as staff keep thorough records of accidents, administration of medication and daily registers. There are effective processes for selection and safe recruitment of new staff. The management team have clear recruitment, vetting and induction procedures in place to ensure the suitability of all staff working with children. Staff are further supported through regular appraisals. They are well qualified and attend training to refresh their knowledge when a need is identified. This has a positive impact on their knowledge and understanding of how to effectively meet the needs of all children.

The committee and manager have a robust understanding of the Early Years Foundation Stage and their role in overseeing the teaching and learning. The manager monitors and evaluates the observations and assessments of all children to ensure that they continue to make good progress. As a result, the pre-school is a well-organised learning environment where activities are clearly based on children's interests and meet their learning and development needs well. The manager regularly evaluates the quality of teaching and learning. Areas for improvement are clearly identified; taking into account the views of parents, staff and children. As a result, effective systems of self-evaluation are in place and staff are fully committed to constantly improving their provision. The committee, manager and staff are fully committed to continue to develop the quality of the pre-school and consequently, all actions and recommendations from the previous inspection have been completed.

Partnerships with parents are well developed and staff work hard to provide clear methods of communication, for example, parents receive detailed information regarding policies and procedures when their children start at the pre-school. Regular newsletters explain what the children are learning about and how parents can support their child's learning at home. Questionnaires and daily verbal discussions help staff to maintain effective relationships with parents. Parents praise staff for the wide range of good quality learning experiences that the pre-school provides. Partnerships with external agencies and other providers are well established. Where children are identified as having special educational needs and/or disabilities, there are effective procedures for ensuring equality of opportunity so that all children are supported to make good progress. Older children are well prepared for their transition to school. Reception teachers from the local school visit the pre-school to introduce themselves to the children and share information with their key persons. This process of sharing information helps to ensure that teachers are well prepared to support children effectively when they start school.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	501760
Local authority	Liverpool
Inspection number	872272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Pavilion Pre-School (Aigburth) Committee
Date of previous inspection	30/01/2012
Telephone number	0151 727 0063

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

