

Cove Pavilion Pre-School

Cove Pavilion, Prospect Road, Farnborough, Hampshire, GU14 0DX

Inspection date	06/11/2014
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good so that all children, including those with special educational needs and/or disabilities, make good progress from when they first begin.
- The nursery team works well with outside agencies to achieve a consistent approach to meeting children's individual needs.
- Staff consistently give high priority to the safety of children and effectively develop children's growing understanding of how to keep themselves safe.
- The management and staff work well as a team to continuously improve what is offered, which benefits children.

It is not yet outstanding because

- The organisation of registration time means that some children are kept waiting and they lose focus.
- The staff have not yet developed methods to encourage parents to regularly share their children's achievements from home.

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 had a tour of the setting.
- The inspector observed staff and children in all areas of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector examined a sample of policies, paperwork and children's records.
- The inspector discussed the settings self-evaluation form.

Inspector

Alison Southard

Full report

Information about the setting

Cove Pavilion Pre-School opened in 1966. It operates from a sports pavilion in Farnborough, Hampshire. The pre-school is committee run. The pre-school opens five days a week during school term time and offers a holiday club for four weeks during the summer holidays. Sessions are from 08.30am to 12.00pm and 12.45pm to 3.45pm, with the option of lunch club and whole days. The group is registered on the Early Years Register. Children are usually aged two years nine months before being offered a place. There are currently 45 children on roll. The setting receives funding for the provision of free early education for children aged two, three and four. The pre-school currently supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. There are seven members of staff who work with the children. Five staff have early years qualifications at level 3, and the manager and the deputy are qualified to Early Years Teacher Status and level 4 respectively. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- review the daily routines, such as the registration process, to ensure children are not kept waiting for too long
- extend further the methods for encouraging parents to share additional details of what their child achieves from home.

Inspection judgements

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

Staff plan and deliver good quality educational programmes that cover all areas of learning. They make effective use of observations and assessments to inform their daily plans, and this enables them to deliver learning that is interesting and appealing to children. Staff identify, plan and provide children with well-targeted care and learning opportunities. They complete progress checks for children aged between two to three years, and share these with parents, to ensure they are making accurate assessments of children. Staff implement effective systems for ongoing assessments, target setting and continuous reviews for children with special educational needs. This enables all children, including those with special educational needs and/or disabilities, to make good progress from when they first begin. This helps close gaps in their learning over time and prepares them in readiness for their entry to school. Staff work closely with parents to learn about children's needs and interests on entry to the pre-school. This allows staff to plan effectively for

their individual needs. However, parents do not regularly contribute, on an ongoing basis, details of what their child achieves at home. Therefore, a cohesive approach to supporting children's learning is not fully embedded.

Staff provide access to the outside throughout the session and children have lots of fun exploring. They develop their physical skills by climbing, playing basketball and digging in the role-play garden centre. For example, they planted daffodils and staff used skilful questions to help the children to understand what plants need in order to grow. This helps children to engage fully in the activities, as they develop an understanding of the world around them. They play with musical instruments and large construction blocks. Staff help children to solve problems. For example, as the children were constructing a large tower the staff helped them to consider ways to enable them to add more blocks to the top as it became taller. They used mathematical language and modelled this effectively, to help children of all ages to understand. Children learn to recognise their names because they have opportunities to see these in the environment, such as on their pegs and during registration time. Staff provide very good support and resources for children to draw, make marks and to practise writing. The environment reflects a variety of words and numbers. As a result, children are learning to understand that print conveys meaning, in readiness for school.

Inside activities, such as role-playing schools, making cups of tea, and using large wooden building blocks, allow children to explore their creative skills. Staff provide children with opportunities to complete simple programmes on the computer and to use remote control cars. This helps children to develop their early technology skills. Children learn about how they are individuals, as they look in mirrors and paint their faces. Staff enter into meaningful discussions with them about how everyone is different. Consequently, children are learning about diversity. This is further developed as they celebrate different festivals, to explore the cultures of some of the children who attend the pre-school.

Staff place a strong focus on language development. For example, they regularly hold language groups as a result of the 'Every child a talker' programme. This helps to identify, and support, those children who need to build up their confidence in small groups, as well as those who need to extend their language skills. Staff model language continuously with the children and encourage them to think for themselves by using skilful questions. They use a signing system to support children's communication skills and they use visual aids. These methods help children who are pre-verbal, or who are learning English as an additional language, to communicate. This means they make good progress from their initial abilities and skills, when they first start at the pre-school. Children choose from a variety of books to read and have opportunities to borrow books to take home, to share with their family. They sit well for story time, taking turns to use props to tell the story. This approach ensures children are immersed in a language-rich environment, which helps prepare them well for the next stages in their learning.

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

Children play happily and interact very well with staff. Key-person arrangements are effective and children form trusting relationships with the adults who care for them. This helps them to develop a strong sense of security. Children receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. For the most part, children behave very well in the busy, friendly atmosphere. However, the registration process on entering the pre-school is quite long for some of the younger children, so that, at times, they lose focus. Apart from the initial registration process, children are kept very well-occupied throughout their time at the pre-school. Children take part in both adult-led activities and activities they freely choose for themselves. This enables children to develop their social skills, as they learn to share and cooperate with others.

There is a strong focus on safety throughout the nursery. Staff remind children of the need for safety throughout the day. Staff carry out fire drills with children on a regular basis. This ensures all staff and children are aware of what to do in the event of a fire. Children's growing awareness of safety is apparent. For example, children discussed where they stand outside, during a fire drill.

Children actively develop an understanding of being healthy through regular exercise. For example, staff recently held a physical day where parents joined children for physical activities. Children have daily outdoor play, to enjoy fresh air. Staff act as very good role models, helping children to develop their social skills. They remind children to use good manners, modelling the language and giving gentle reminders about sharing when there is a need, so that children know what is expected of them. Children have high levels of independence, which enables them to begin to take carefully managed risks in a safe environment. They choose when to have snack time and this consists of healthy snacks, where they serve themselves and pour their own drinks.

Children who stay all day bring in healthy packed lunches. Lunch times are extremely sociable events and children chat with their friends and staff. Children maintain personal levels of hygiene because they follow regular routines of hand washing. Staff follow hygienic routines to protect and promote a healthy environment. As a result, children are developing good self-care skills.

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

The management team members work well together. They fully understand the requirements of the Early Years Foundation Stage, and ensure these are met. This helps to ensure that the team provides effective, quality care and learning for children. All staff attend safeguarding training, and staff demonstrate a thorough awareness of the procedures to follow if they have concerns. This knowledge helps to safeguard children in their care. The provider shares policies with parents to enhance their awareness of the setting's responsibilities, and policies and procedures.

Robust recruitment and vetting procedures help to ensure that all staff are suitable to

work with children. The management provides on-going training and supervision. This ensures that staff are extremely well supported and have secure knowledge and skills to carry out their roles and responsibilities confidently. Staff are dedicated to maintaining safety at all times. Children are cared for in a safe and secure environment, because staff complete suitable risk assessments and daily checks, and they have all carried out first aid training. They follow well-organised routines for staff deployment, and have clearly designated daily responsibilities.

Self-evaluation processes are robust and clearly identify the strengths of the provision and areas for improvement. Staff, parents and children contribute to the self-evaluation process in a variety of ways. Managers and staff gain feedback through their discussions with parents and children, and gain information from parents through questionnaires. For example, after parental feedback, staff introduced more flexibility to the hours children can attend. This includes: the addition of a lunch club for those wanting to stay all day, early start times, a holiday club in the summer holidays, and the addition of parents' evenings to discuss children's development. The pre-school also receives feedback from the local authority, to help maintain good standards. As a result, the team demonstrates a strong capacity to maintain continuous improvement.

Parents report how they are 'very happy with the standard of care their children receive'. Parents are informed about all aspects of the nursery and their child's learning and care. The management and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek guidance and support where necessary, and promote integrated working with other professionals, local schools, and other settings children may attend. This approach helps to improve outcomes for all children and prepares them in readiness for their eventual move to school.

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	110253
Local authority	Hampshire
Inspection number	839691
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Cove Pavilion Playgroup Committee
Date of previous inspection	16/03/2009
Telephone number	01252370029

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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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