

Little Explorers @ Pavilion

New Barn Close, Prestbury, Cheltenham, Gloucestershire, GL52 3LP

Inspection date	18/11/2014
Previous inspection date	10/02/2009

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

- All children make good progress from their starting points as staff know the children well and regularly assess and plan for their individual learning.
- Key persons are warm and caring and closely attend to children's individual needs and learning preferences. As a result, children have good relationships with staff, which enables them to feel safe and secure.
- Staff have a good relationship with parents, which means that they work together effectively to support overall care and learning needs of the children
- The staff give strong priority to the safety of children and effectively support their growing understanding of how to keep themselves safe.

It is not yet outstanding because

- Staff do not regularly provide activities and resources which fully support children's understanding of mathematical concepts such as capacity, weight and measure.
- The environment does not always include play and learning resources that positively reflect the children's cultural and linguistic identity.

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 observed children in all areas of the pre-school.
- The inspector held discussions with the preschool manager, owners, staff and children
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Little Explorers @ Pavilion registered in 1979. The group operates from the Pavilion Cricket Hall in the residential area of Prestbury, on the outskirts of Cheltenham, Gloucestershire. The group has use of one playroom, the entrance hall, the kitchen and outdoor playing area and shares the building with other users. They have sole use of the building during their hours of operation. The group is open four days a week from 9.30am to 2.30pm with a 'rising fives' session open on a Monday. Children attend from the local community and surrounding areas. The group is registered on the Early Years Register. Children attend from the age of two years. There are currently 27 children on roll. It receives funding for the provision of free early education for children aged two, three and four. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The playgroup is managed by a committee of parents and is a registered charity. There are currently five members of staff who work directly with the children, all of whom hold suitable qualifications in childcare. The manager has achieved Early Year Professional status with a Post Graduate Certificate of Education in Early Years. The deputy manager has completed a Foundation Degree. Three members of staff hold level 3 qualifications.

What the setting needs to do to improve further

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

- extend children's understanding of the mathematical concepts of capacity, measurement and weight
- make greater use of opportunities during children's play and activities to help them to recognise the similarities and differences in their cultural heritage and home languages.

Inspection judgements

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

Children thrive in this vibrant and caring pre-school. Staff capably implement an effective planning, observations and assessment system. As a result, all children make good progress relative to their starting points. Throughout children's time at the pre-school staff carry out detailed observations of the children as they play and plan associated activities to meet their individual needs and interests. Consequently, activities enthuse and motivate children to learn. For example, staff observed that children had an interest in a particular story so they created puppets for children to retell the story. Younger children eagerly learnt repeated refrains and to match colours and older children learnt about story

structure. Parents contribute ongoing useful information about what their child does at home and their learning to complement the staff observations. This helps the staff track children's development and learning through detailed and regularly completed assessments. They quickly identify any gaps in children's learning and intervene to make sure children catch up. Parents and key staff meet to discuss assessments, including the required progress check for two-year-old children, as appropriate. As a result, records are well organised and kept up-to-date with all the relevant information. The inclusion of parental information means the assessments which staff make on children's progress are accurate.

The quality of teaching is good. Staff play alongside the children and talk to them about what they are doing. They are clear about the aims of activities and understand how to challenge children through questioning. Staff begin questions with 'how' and 'why' to encourage children to solve their own problems and work together. For example, staff used skilful questioning to encourage children to work out how to retrieve a ball stuck in a tube. They learnt that if they increased the incline of a tube then objects would move through it with greater force. They developed social skills as staff encouraged them to listen, value and build on each other's ideas. Staff are skilled at varying the levels of support according to children's needs. For example, staff help children steady paper so they can cut, and as children gain mastery of scissor skills they offer verbal suggestions to help. Staff model new skills for children so they can experiment with new techniques. For example, staff show children how they can smudge chalk marks to create an artistic effect. Children clearly demonstrate the characteristics of effective learning because they are making predictions, thinking and working things out.

Generally, staff provide a range of exciting activities which promote all areas of learning. Staff introduce new words for children and they support children's conversational skills. As a result, children are confident communicators and demonstrate good listening skills during the planned group activities. Children develop their early writing skills as they use chalks and enjoy the experience of making marks on the floor. Painting and drawing opportunities are available inside. Staff encourage children's physical development well as they ensure children have frequent access to the outdoor area. Children learn to climb, balance, and move in many ways.

Children benefit from the many experiences and toys, which staff plan to develop their imaginary play and their understanding of the world. For example, children played with interlocking blocks to create rockets and cars. Children count as staff encourage them to use numbers in the correct order and count one object at a time. Staff use mathematical terms during many activities, for instance, describing relative positions of objects, such as, behind or next to, which supports children's understanding of space and shape. Although, staff occasionally plan specific activities such as baking where children weigh, measure and explore capacity, these opportunities are not readily available. For example, children made towers and discussed who had the tallest but there were no tape measures, rulers or height charts accessible to children to refer to. As a result, they could not extend and consolidate their mathematical understanding of higher and bigger. Overall, children develop the key skills they need for their next stage in their learning.

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

The effective key-person system, together with a good level of adult attention and interaction, helps to ensure that all children feel secure and settle well. Children form positive and trusting relationships because staff take time to get to know them and their families. Staff have a thorough knowledge of children's individual likes, dislikes and care needs. Initial observations, prior to children officially starting in the setting and information which parents provide all enhances staff knowledge.

Children learn about healthy lifestyles as staff talk to them about their food choices during mealtimes and children receive encouragement to choose to play outdoors. Children gain an awareness of the importance of personal hygiene routines. Staff create a culture where children's independence and achievement are highly valued. For example, children are heard saying with pride 'I did it all by myself', and other children confidently show their art to their key person in expectation of praise. As a result, children are confident and motivated. Staff provide good support for children to move from wearing nappies to using the toilet. They help younger children dress themselves for outdoor play. Staff promote children's independence further through teaching children about risk. For example, during snack time children learn to use knives to carefully cut their own fruit. As a result, children receive good support to develop emotional and physical skills in readiness for school.

There is a range of high quality toys and resources which children can easily access. However, staff provide fewer toys and resources to help children recognise the similarities and differences in their cultural heritage and home languages. This does not fully promote their awareness of the diversity that exists in their community and the wider world. Nevertheless, staff are consistent in encouraging children to positively notice some of their difference through conversations. For example, staff encouraged children to note and value each other's preferences for sandwich fillings at lunch time.

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

The enthusiastic manager, who effectively leads and manages the pre-school, benefits from the full support of a dedicated and committed staff team. Staff are confident of their responsibilities to safeguard children. They know the procedures to follow if they are concerned about a child in their care and fully understand the local procedures and who to report any concerns to. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion and staff meetings. Risk assessments monitor the safety of the premises and ensure children's safety. Each day, staff follow a checklist to help visually check the pre-school is suitable and safe for children. The manager and her team accurately maintain legally required records for children's welfare, such as children's attendance records and medical records. This all helps keep children safe.

Staff have a secure knowledge of the learning and development requirements. The staff team work together very well and staff deployment effectively supports children's

individual needs. There are good systems in place to monitor educational programmes to ensure that children receive a broad and balanced curriculum. The manager tracks the progress of all children in the pre-school. This means that she is keenly aware of all children's abilities and she is able to identify trends in children's learning and skills. This helps her tailor her provision to the needs of the children who attend the setting. For example, the manager is focusing on enhancing the provision for two year old children in response to their developing communication and social skills. The monitoring ensures good support for children who have gaps in their learning and development. The manager is able to target her provision to provide appropriate interventions take place and gaps close quickly.

The manager and staff use a nationally recognised self-evaluation framework to help them accurately assess their provision. Through team reflection and discussion they celebrate the strengths of the setting and they identify future priorities. Action plans are clear and concise and show the preschool's strong commitment and capacity to make improvements. Parents are involved in the self-evaluation process. The manager collects their opinion through questionnaires. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting.

The staff effectively work in partnership with parents to meet the individual needs of their children. Parents receive good information about all aspects of the pre-school through regular discussions, newsletters, notice boards and displays in the pre-school reception area and the new website. The staff prepare a range of simple activities and book bags that children and their families can enjoy at home. Through learning review meetings and records parents are fully involved in setting individual targets and sharing in future learning and milestones which their children achieve. As a result, links between home and the pre-school staff are strong. Staff understand the importance of working closely with other early years professionals. Staff have established good links with the local schools and staff share information of children attending more than one setting. These actions support and enhance continuity of care and maximise children's learning opportunities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	101506
Local authority	Gloucestershire
Inspection number	839106
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Little Explorers @ Pavilion Committee
Date of previous inspection	10/02/2009
Telephone number	0776 5436730

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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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