

Lavendon Pavilion Pre-School

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

Inspection date	09/09/2014
Previous inspection date	11/03/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The leadership team are receiving support from local authority advisors. They have devised, and are implementing, an action plan. This is beginning to result in improvements to the service being offered.
- Staff provide activities which generally support children well in their learning and development, and some improvement is evident in the quality of teaching. in develop their communication, physical and social skills.
- Children move freely between indoor and outdoor activities and make purposeful choices about play. They engage in play that promotes all of the areas of their learning in both environments.
- Staff promote children's understanding of healthy lifestyles well. Children are learning to make healthy choices about what they eat and drink.

It is not yet good because

- While some improvement is beginning to take place, staff Staff do not make fully effective use of the information that they gain from their observations and tracking of children. As a result, they do not consistently work together to close gaps in learning and development quickly for every child.
- Key persons do not always encourage parents to share information about their child in order to develop a clear understanding of their care and learning needs from the very start.

- Staff do not present books attractively to properly support children to use these resources independently.

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 children's activities indoors and outside and spoke with staff and children.
- The inspector tracked children in the pre-school, reviewed their records and looked at a sample of relevant documentation.
- The inspector reviewed qualifications, recruitment and suitability information with the deputy and a nominated person from the management committee.
- The inspector held discussions with the deputy manager, the nominated person and parents.

Inspector

Cordalee Harrison

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, 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 pre-school opens four days a week from 9am until 12pm on Mondays and 9am until 2pm Tuesdays, Wednesdays and Thursdays, term time only.

The pre-school employs three staff, of these, all hold appropriate early years qualifications. Currently, there are 16 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:

- make better sure that staff use of information gained from observation and tracking to more effectively to plan to promote children's individual learning and development. and to close any identified gaps in their achievement.

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

- review the presentation of books to enable children to make better use of these resources
- strengthen the arrangements to support children when they first start at the pre-school by obtaining more information about their abilities and interests from parents.

Inspection judgements

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

Staff routinely plan and deliver educational programmes that cover all areas of learning and development. They regularly carry out observations to assess children's progress. However, the systems for staff to use information from children's observation and plan for

their future learning are not fully effective. Consequently, some aspects of learning are less well planned for individual children. As a result, staff do not always work effectively to continually support every child to close gaps in their learning quickly. For example, where assessment shows that children are not achieving as well as expected in some aspects of mathematics and literacy there are no specifically targeted plans to address this. This means that overall, the provision for learning and development requires improvement. Staff do, however, effectively complete progress checks for two-year-old children and provide a report for parents. This identifies each child's individual strengths, and any areas where progress may be less than expected. Staff use these findings and engagement with parents to identifying any emerging concerns. This enables them to work closely with parents to develop plans to support these children's future learning. This is recent improvement which is helping to raise the quality of learning and development for two-year-old-children.

Generally, children in the pre-school are happy and contented. Most engage freely with staff and their friends and all are interested to learn. Since the last inspection, staff have improved their questioning of children. They now use more open-ended questions, which challenge children to think and respond. As a result, some children are learning to consider their response and to use their developing language to give explanations. This helps them to demonstrate their understanding and to learn from each other. For example, some older children explained to the group why it is important to wash hand before eating. They also knew why it is important to drink plenty of water in warm weather. With the support of staff, children explore some aspects of mathematics routinely. For example, staff encouraged counting and simple addition and subtraction with children during an art and craft activity. This type of support enables the children to consolidate their understanding of numbers and mathematical ideas in different situations.

Children move freely between indoor and outdoor areas, both of which include activities and resources to promote their learning across all areas. For example, there are resources such as felt tip pens, sand and chalk help children to practise early writing in the hall and in the outdoor play area. Staff offer effective support during these activities and, as a result, some older children write some recognisable letters and words.

Children learn to share and take turns, and show that they are starting to understand the boundaries for their behaviour. For example, some children understand that when the sand timer runs out there is the expectation that they will allow others to use certain pieces of equipment. Children's positive behaviour shows that they are learning to respond to the guidance of staff and this promotes their school readiness.

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

Each child has a key person who helps them to settle when they first start at the pre-school. This special member of staff and takes the lead in assessing their children's progress and planning for their future learning. However, key persons do not always gain a great deal of information from parents about what children like to do and what they can do already. This means that staff are not always able to fully tailor children's care to their

individual needs from the very beginning. However, children settle well over time and the children who are familiar with the routines and activities are at ease and contented. They show secure attachments and appropriate levels of independence for their age and developmental stages.

All staff support children appropriately to work and play together and help them to understand when certain behaviour is unwanted and why. This consistent approach to behaviour management helps children learn to behave well and older children are starting to resolve some conflicts appropriately for themselves. Overall, the atmosphere in the pre-school is calm and this enables children to engage purposefully in play and learning.

Staff practices demonstrate that they are clear about their responsibility to actively safeguard children. They make appropriate use of procedures such as risk assessments and hazard checks to create safe environments. For example, where they identify hazards they act quickly to minimise the risks to children. This allows children to play freely and explore their environment safely. Staff continually supervise the children and help them to assess some risks. For example, staff encourage the children to think about why it is important to climb the slide in the correct way. This helps children to relate their actions to their personal safety.

Children are developing a good understanding of self-care and good hygiene. Older children use the toilet independently and understand the reasons for washing hands thoroughly afterwards. Staff use the snack time effectively to help children extend and consolidate their understanding of foods that are healthy. Additionally, the pre-school's management team provides parents with information which sets the expectation for them to provide children with healthy packed lunches.

The pre-school is secure and well resourced. Some staff are sufficiently confident to change the learning environment to reflect children's interest. For example, when children showed interest in the musical instruments, a member of staff created space to use these resources in a large group activity. However, staff do not always make the most effective use of the resources. For example, there is a wide range of good quality books available in the pre-school. However, their presentation is jumbled and uninviting to children. This makes it less likely for children to explore them independently and does not fully support the education programme for literacy.

Staff are working effectively with children, parents and other professionals to support children's transition to school. As a result, most children who are transferring speak excitedly about their expectations of school.

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

The leadership team shows willingness to improve the quality of children's experiences and are accepting support from the local authority advisory team. Some improvement has taken place, including an increased focus on supporting children's language and

communication. However, changes within the staff team mean that the progress has not been as rapid as intended. The process of settling new staff has slowed the pace at which the provider has been able to implement all aspects of their agreed action plan. The provider now has a clearer understanding of the areas for improvement. For example, she is aware that weaknesses remain in the use of information to support consistently high quality teaching and learning for every child. As part of the drive for improvement, the provider is securing training opportunities for staff to enhance the skills within the team.

The changes that have taken place are beginning to improve outcomes for children. However, the pre-school requires further improvement to provide good quality learning and developmental experiences for every child. The leadership team puts appropriate systems in place for observation and tracking of children's progress. Staff complete these successfully but do not always use the resulting information effectively to fully tailor children's learning and care to meet their individual needs. As a result, staff do not always support every child to quickly close identified gaps in their learning and development. Despite this, children generally enjoy their time in the pre-school and are beginning to show confidence in speaking and listening. They also show that they are developing positive self-awareness, good behaviour and effective self-care.

There are appropriate systems in place to protect children from harm. Staff are clear and confident about what to do if concerns arise about the wellbeing of any child. All staff in the pre-school are fully vetted. The pre-school follows suitable recruitment procedures which include a full induction for staff. This ensures that only suitable adults are ever alone with children. Information pertaining to the local safeguarding team and Ofsted is available in the pre-school. This provides guidance for staff and parents and enables them to act promptly if they are concerned about a child's well-being. All documentation required to safeguard children and promote their good health is in place; records are accurate and up to date.

The leadership team shows willingness to improve the quality of children's experiences. They are working with the local authority to develop an action plan to improve quality in the pre-school. They also secure some training opportunities for staff. Some changes to the staff team in the pre-school have slowed the pace at which the pre-school has been able to implement all aspects of the agreed action plan. For example, the nominated person acknowledges that there is some weakness in the use of information to support consistently high quality teaching and learning for every child.

Feedback from parents indicates that they are happy with arrangements within the pre-school and feel that staff are very responsive to any concerns that they may raise.

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. 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	EY463628
Local authority	Milton Keynes
Inspection number	966794
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	16
Name of provider	Lavendon Pavilion Pre-School Committee
Date of previous inspection	11/03/2014
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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