

Pavilion Pre-School Playgroup

New Village Hall, Baronhurst Drive, Chalgrove, Oxford, Oxfordshire, OX44 7TE



Inspection date

6 March 2015

Previous inspection date

2 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are appropriately checked when they start working at the pre-school, but there are no arrangements to check their ongoing suitability. The provider does not inform staff of their responsibility to disclose any changes to their circumstances that may affect their ongoing suitability to work with children, as required.
- Arrangements to monitor or support staff are not fully effective. Although children make adequate progress, at times, the quality of teaching is mundane and does not reflect their interests or stage of development.
- In addition, staff receive limited support and encouragement to access training to improve the quality of teaching. When children have arguments, staff solve the problem by removing toys. This does not support children to learn negotiation or conflict resolution skills.
- Children use antibacterial gel to remove germs before eating, but they do not wash their hands. This means mud and paint is not always removed.

It has the following strengths

- Staff have friendly and supportive relationships with the children. As a result, children settle quickly and enjoy coming to the pre-school.
- Good links to other groups, such as the children's centre and the local school, support children and promote information sharing.
- The staff have strong relationships with parents, who speak highly of the care and education their children receive.

What the setting needs to do to improve further

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

- monitor the ongoing suitability of staff and inform them that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before, or during their employment at the setting)
- improve the monitoring of staff performance to identify training needs and provide support where necessary, in order to ensure that teaching is consistent.

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

- encourage children to wash their hands, for example, after messy play, in order for them to learn about good hygiene
- encourage children to learn how to resolve conflicts by talking through their feelings, in order to develop negotiation skills.

To meet the requirements of the Childcare Register the provider must:

- develop systems for existing staff to declare their continued suitability to work with children (compulsory part of the Childcare Register)
- develop systems for existing staff to declare their continued suitability to work with children (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children at play and in group times, and the staff interactions with them.
- The inspector sampled a range of documentation including children's records of learning, risk assessments, policies and registers.
- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the committee chairperson and the manager.

Inspector

Natasha Crellin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable. This is mostly evident in large group sessions where young children struggle to maintain concentration and older children are not fully challenged. There are elements of the provision where staff are more confident, for example, they promote language development well, using a variety of strategies such as sign language. Children enjoy the variety of resources available to them that reflect the seven areas of learning. They learn about money and mathematical language as they play shops. They enjoy taking turns being the shopkeeper and staff help count coins. Staff effectively plan for all areas of learning. They regularly assess children's development and the manager monitors progress. This helps to identify gaps in children's learning. Staff work well with parents to ensure children are emotionally supported in the pre-school.

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

Children generally behave well but when they get into arguments staff are quick to intervene, sometimes removing toys to solve the problem. This does not encourage children to communicate or learn skills in negotiation and conflict resolution. Children enjoy being active outside, which supports their good health and physical skills. They carefully balance on logs and negotiate space by, for example, pushing wheelbarrows. Children use antibacterial gel rather than washing their hands at snack time. Although this is effective in removing germs, it does not remove mud or paint. This does not support children to develop good personal hygiene routines. Staff complete risk assessments to promote children's safety. The suitability of staff is rigorously checked when they start working at the pre-school. However, there is no system for existing staff to disclose any changes in their circumstances or to confirm their ongoing suitability.

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

There are some weaknesses in the leadership and management of the provision. The supervision of staff is robust enough to identify inconsistencies in teaching, and staff receive minimal support in their professional development. There is little expectation for them to attend training other than the mandatory child protection and first-aid training. Self-evaluation is not effective in identifying areas of the provision that require improvement. However, educational programmes are, overall, effective in promoting children's learning. In addition, staff have an adequate knowledge of child protection and know what to do if concerns arise about the welfare of any child. The pre-school has supportive links with other settings and professionals. They effectively support children with additional needs and those who speak English as an additional language. Strong links with the local school ensures children are well prepared emotionally as they move up to school.

Setting details

Unique reference number	134307
Local authority	Oxfordshire
Inspection number	846421
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	20
Name of provider	Pavilion Playgroup Committee
Date of previous inspection	2 July 2010
Telephone number	01865 891622

Pavilion Pre-School Playgroup registered in 1984. It operates from the village hall in Chalgrove, Oxfordshire. The pre-school is open on Monday, Wednesday, Thursday and Friday mornings during school term times. Sessions run from 9am until 12 noon, with a lunch club for children over three years from 12 noon until 12.45pm. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school employs four staff, two of whom hold relevant qualifications at level 3 and one is qualified to level 2.

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.

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