

Pavilion Pre-School

470 Billing Road East, Billing Road East, Northampton, Northamptonshire, NN3 3LF



Inspection date

18 March 2015

Previous inspection date

16 May 2011

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		Good	2
The contribution of the early years provision to the well-being of children		Good	2
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:

- Ofsted has not been notified of changes to members of the committee. This compromises the effective management of the pre-school.
- Children's access to the outdoor environment is sometimes restricted to designated times during the day. This minimises opportunities for children to learn outside.
- The organisation of daily routines occasionally affects children's enjoyment and deeper involvement in their activities.
- Children's independence is not fully promoted because they are not always able to select additional resources to extend their play and ideas.

It has the following strengths

- Staff observe, assess and effectively plan for children's individual learning. They provide a good range of interesting activities across the seven areas of learning. Consequently, children make good, continuous progress in relation to their starting points.
- Partnerships with parents are well established to ensure children get the support they need. Staff recognise the importance of these relationships and keep parents well informed about their children's progress and involve them in their learning.
- Children's literacy skills are promoted well. They listen to stories with increasing attention, answer questions and join in familiar phrases. Older, more able children write their name and link sounds to letters of the alphabet.

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 access to the outdoor environment and their opportunities to continue to be involved in their play, for example, by implementing a more flexible timetable
- extend opportunities to support children in identifying additional resources they would like to play with, for example, by creating a pictorial catalogue of resources.

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

- ensure Ofsted is informed of changes of circumstances as soon as they occur and no later than 14 working days after the changes occur (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body, such as committee members (compulsory part of the Childcare Register)
- ensure Ofsted is informed of changes of circumstances as soon as they occur and no later than 14 working days after the changes occur (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the playrooms and adjoining outdoor area.
- The inspector held meetings with the nominated representative of the committee and the manager.
- The inspector spoke with children and the staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children eagerly enter at the start of the session and are developing the skills and capacity to learn in preparation for school. Staff successfully build on the children's interests as they play. They promote children's critical thinking well by asking probing questions and by giving children time to think about what they want to say. Staff actively encourage children to talk about their paintings. As a result, older, more able children use animated language to describe their pictures. Additionally, staff provide good support for children who speak English as an additional language. They use visual aids and successfully introduce new vocabulary, such as jump and sandcastle, as the children play. Staff provide activities, which enables children to practise their manipulation and cutting skills. They successfully, introduce mathematical concepts, such as big and small, and support children to solve problems as they complete puzzles. However, children's play and learning is sometimes interrupted because routines are not flexible enough. For example, children are unable to continue their play because staff ask them to tidy away in preparation for snack. Additionally, opportunities for children to benefit from learning in the outdoor environment are not always freely available.

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

Children and their families are warmly welcomed into the nurturing pre-school. This helps children to feel safe and secure, which successfully develops their confidence and supports their emotional well-being. Children confidently explore their surroundings, develop friendships with others and independently select their own activities. However, additional resources to extend children's play and learning are not always easily accessible. Children's good health is promoted well. They enthusiastically dig in the soil and confidently manoeuvre the balance bikes. Children develop appropriate hygiene routines and enjoy a varied range of nutritional foods. They behave well. Children are taught to share, take their turn and are developing an awareness of the boundaries that are in place for their safety. For example, staff explain why it is dangerous to run indoors.

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

Management and accountability arrangements are not secure. This is because the provider has not correctly informed Ofsted of changes to the committee. Procedures to recruit and induct new members of staff are appropriate. All members of staff hold suitable qualifications and Disclosure and Barring Service checks are completed. They receive regular supervision, which provides successful support and coaching. This results in children being cared for by staff who are effective in their role. The manager effectively analyses children's progress and any gaps in the delivery of the educational programmes. She regularly evaluates practice, seeking the views of parents through questionnaires and discussion. The environment is safe, children are closely supervised and child protection procedures are secure. Parents comment positively on the care and learning provided.

Setting details

Unique reference number	220118
Local authority	Northamptonshire
Inspection number	865849
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	59
Name of provider	The Pavilion Pre-School Committee
Date of previous inspection	16 May 2011
Telephone number	01604 629360

Pavilion Pre-School was registered in 1979. The pre-school employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 1pm until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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