

Pavilion Pre-School Playgroup

Hepworth and Scholes Youth Club, Whitewells Road, Scholes, Holmfirth, West
Yorkshire, HD9 1TB



Inspection date

8 May 2015

Previous inspection date

22 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a well-resourced, attractive and welcoming environment, that offers activities for children across all areas of learning.
- Children behave well and they make safe and independent choices in their play. Staff effectively build on child-led activities and successfully incorporate children's interests into the planning. As a result, children make good progress and they are confident, enthusiastic and motivated learners.
- The children are happy, settled and feel emotionally secure at the pre-school. Individual key persons and other staff, have close relationships with children. They effectively meet children's individual needs, which includes responding quickly to any concerns.
- Staff deploy themselves well and implement effective policies and procedures to safeguard children. Through planning and discussion, they support children to understand about their own safety, risk and dangers so that they play safely.
- Staff effectively review children's learning and planning records to assess their progress, so that they quickly identify any gaps in learning. Through regular action planning, they sustain improvement and strive towards promoting high standards of care, teaching and practice for children.

It is not yet outstanding because:

- Staff do not always make the most of adult-led activities to challenge children to the highest level.
- Staff do not always effectively use information about children's learning at home to promote more rapid progress.

What the setting needs to do to improve further

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

- enhance planning so that staff consistently plan sharply focused and challenging experiences to support all children's even swifter progress
- make better use of information gathered on entry about children's learning at home, to identify ways to promote exceptional learning.

Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector spoke to the children and members of staff. She held discussions and meetings with the manager during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies, procedures and self-evaluation. She checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Helen Blackburn

Inspection findings

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

Staff have a good understanding of how young children learn. They regularly observe children and track their progress, so that they can effectively identify children's next steps in learning. This supports children to make good progress, which helps prepare them for school. Staff interact positively with the children. As a result, older children engage easily in conversations and younger children repeat simple words and phrases. Children enjoy a wide range of activities that develop their pre-writing and literacy skills, such as writing their name and making lists during role play. Although planning successfully covers all areas of learning, staff are not always using adult-led activities to support children's even swifter progress. For example, staff do not always consistently use resources, explain and challenge individual children to gain new skills and knowledge. Children enjoy being creative and imaginative learners. They enthusiastically use the large blocks in different ways, such as designing castles, climbing or to have tea with their friends.

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

Settling-in arrangements are good to support children's emotional well-being. Individual key persons encourage parents to share information about children's care and learning at home to support planning continuity for children. However, not all staff consistently use the information parents' share to assess children's learning at the start. As a result, assessment arrangements are not always sharply focused to plan for children's even swifter progress. Staff effectively support children to lead a healthy lifestyle. Children regularly play outdoors and engage in physical activity. Children enjoy eating nutritious snacks, which includes eating some of the foods they have grown in the pre-school garden. Children practise effective health and hygiene routines, such as handwashing, so that they develop good self-care skills and keep healthy. Staff work closely with other settings children attend to plan continuity in their learning. Staff also have close links with the local schools and they work together to support children's transition to school.

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

Staff have a good understanding of their responsibilities in safeguarding children. They maintain all required documentation and complete regular safety checks so that children play safely. All staff complete safeguarding training to ensure they effectively deal with child protection concerns. Management and staff have a strong commitment to improve, including promoting their professional development. All staff are qualified, or working towards a qualification and they have regular appraisals and attend training. This results in a knowledgeable staff team, who understand how children learn. Staff use ideas from training to influence practice, such as introducing more activities to promote children's mathematical development. Following the last inspection, staff have improved how they identify children's next steps in learning, which supports children's good progress. Parents speak highly of the pre-school. They say children are happy and that staff share good information about children's progress, including offering 'Stay and play' sessions.

Setting details

Unique reference number	311302
Local authority	Kirklees
Inspection number	864986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	Pavillion Pre School Playgroup Committee
Date of previous inspection	22 June 2009
Telephone number	07713092471

Pavilion Pre-School Playgroup was registered in 1991 and is managed by Pavillion Pre School Playgroup Committee. The pre-school employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 2 and above. The pre-school opens term time, Monday to Thursday from 8.15am to 3.15pm and Friday from 8.45am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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