

# The Pavilion Pre-School

Pavillion Pre School, Fountain Road, Selborne, ALTON, Hampshire, GU34 3DA



## Inspection date

22 May 2015

## Previous inspection date

14 June 2011

| 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            |                      | Outstanding | 1 |
| The effectiveness of the leadership and management of the early years provision        |                      | Good        | 2 |
| The setting <b>meets legal requirements for early years settings</b>                   |                      |             |   |

## Summary of key findings for parents

### This provision is good

- Staff have a secure knowledge and understanding of safeguarding practices and fully understand their role in keeping children safe.
- The quality of teaching is good as staff effectively promote children's learning and development through a variety of interesting and engaging activities. As a result, children make good progress as they are motivated in their play.
- Exemplary arrangements are in place for ensuring children settle into the setting easily. The sensitive, enabling approach offered by their key persons means that children flourish during their time here.
- Children demonstrate a highly impressive knowledge and understanding of how they should behave. They play effortlessly alongside each other and need little encouragement to share resources.
- The staff have forged positive partnerships with parents and encourage them to join in with activities held at the nursery to help support children's learning and development.
- The pre-school is led and managed well. Expectations of staff are high and there is a strong commitment to developing a high-quality provision for the benefit of the children attending.

### It is not yet outstanding because:

- There is some weaker teaching practice. Although training needs are identified, management does not actively encourage staff to share their experience and skills to raise the quality of the team's teaching and enhance outcomes for children.

## What the setting needs to do to improve further

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

- strengthen teaching to raise children's achievements even more, refining the performance management of staff, for example, by encouraging peer observations in order to identify and share the very best teaching practice among the team.

### Inspection activities

- The inspector observed children's play and staff's interactions, indoors and outdoors.
- The inspector talked with available staff and parents, and held discussions with the owner.
- The inspector examined documentation, including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector checked the arrangements for keeping children safe.

### Inspector

Nadia Mahabir

## Inspection findings

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

Teaching is good because staff understand how to promote children's learning during play. Staff provide a well-planned and well-resourced environment. They respond to children's interests, competently adapting activities according to their skills and capabilities. These are effectively recorded in individual journals which the parents also have access to. Staff provide the children with opportunities to investigate the wider world and explore various traditions in a wonderful variety of ways. For example, they study artefacts and natural objects from other countries and participate in food tasting. Most staff are skilled at engaging and motivating children in their play and extending their learning. They follow the children's lead to talk about what they are interested in and build sentences by repeating what the children say and adding new words. Consequently, children become confident communicators. Children develop the necessary skills to help them embrace new experiences with confidence, such as moving on to school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children are exceptionally happy and settle quickly as a result of the sensitive care they receive. Staff show children they are valued highly, for example, by showing great interest in children's artwork. Children talk confidently about their pictures and receive high praise for their achievements. Children enthusiastically complete tasks, such as pouring their own drinks and clearing up after their snack and lunch, demonstrating great independence and great respect for their environment. Staff are vigilant about children's safety and use rigorous daily checks to ensure that all areas are clean and safe. Children have a very good awareness of how to keep safe as staff include them in the risk assessment process. All children develop their physical skills very well in their outdoor play and use of the range of climbing and balancing equipment.

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

The manager has a thorough understanding of her responsibilities and implements a range of policies and procedures to support the work of the pre-school. A robust recruitment process ensures that staff have the qualifications and skills to promote children's learning and welfare, and checks their suitability to work with children. Parents are extremely complimentary about the care and education their children receive. Excellent partnerships with the local schools ensure that children are very well prepared for the next stage of their learning and development. Management implements a programme for staff supervision and professional development. The strong staff team continually strives to improve outcomes for children and staff members are passionate in their roles. The manager has a clear understanding of what the nursery does well and how it can further improve.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY366846                 |
| <b>Local authority</b>             | Hampshire                |
| <b>Inspection number</b>           | 829023                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 8                    |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 15                       |
| <b>Name of provider</b>            | Lucinda Mary Groves      |
| <b>Date of previous inspection</b> | 14 June 2011             |
| <b>Telephone number</b>            | 07891 378 103            |

The Pavilion Pre-School registered with its current owner in 2007. It is privately owned and operates from a community building on the recreation ground in Selborne, Hampshire. The pre-school operates during term time only, opening on Monday and Friday mornings from 9am to 12.30pm and on Tuesdays and Thursdays from 9am to 3pm. There are currently three staff employed to work with the children; of these, two hold appropriate early years qualifications at level 3. The nursery provides funded early education for three- and four-year-old children.

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