

Cove Pavilion Pre-School

Cove Pavilion, Prospect Road, Farnborough, Hampshire, GU14 0DX



Inspection date

13 September 2017

Previous inspection date

6 November 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff form excellent partnerships with other professionals who support children. They communicate highly effectively, sharing details of children's development and following all advice they are given. All children make swift progress, including children who have special educational needs and those who speak English as an additional language.
- The manager strives to provide parents and children with a pre-school of superb quality. She is meticulous about the methods she uses to monitor and evaluate every aspect of her provision. She works with her highly motivated, experienced staff team to make attending the pre-school a superb experience for all children.
- Teaching is consistently of a very high standard. Staff are intuitive and interactions with children are always purposeful, such as when they support children to problem solve for themselves. Staff offer all children excellent support to practise talking and to increase their understanding of new words.
- Staff offer children access to an impressive array of high-quality resources. Children display outstanding levels of independence and they thoroughly enjoy choosing how to enhance their own play. They have tremendous fun in a rich and stimulating environment.
- The key-person system works exceptionally well and children form strong attachments to their special person very quickly. Staff establish an excellent understanding of children's needs, such as when they visit children at home before they start. New children recognise staff and they settle very quickly.
- Staff offer parents great encouragement to support their children's learning at home. Parents are excited to share completed work and news of children's achievements.

What the setting needs to do to improve further

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

- consider ways to maximise opportunities for children to enhance their understanding of how living things grow.

Inspection activities

- The inspector held conversations with parents, who discussed their children's experience at pre-school.
- The inspector jointly observed a planned activity with the manager and they talked about what they had seen.
- The inspector talked to staff about the safeguarding policy and discussed procedures they follow to keep children safe.
- The inspector discussed how the manager self-evaluates her provision and her priorities for future improvement.
- The inspector viewed children's learning documents and talked to staff about the progress children are making in their development.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified manager inspires and motivates staff to develop their skills. For instance, when staff recognised some children struggled to form new relationships with adults, they attended training which focused on this. The manager has in-depth conversations with staff, where they reflect on the impact training has on children's individual learning. Safeguarding is effective. All staff have a current knowledge of safeguarding procedures and they react immediately to concerns about children. They share details of the processes they follow with parents. Staff are extremely vigilant. They carry out thorough risk assessments throughout the day to help keep all children safe. The manager and staff care about the views of the families they work with. For instance, they made significant changes based on the findings of recent questionnaires. These included opening earlier to meet the needs of working parents and offering flexible evening appointments to discuss children's progress.

Quality of teaching, learning and assessment is outstanding

Children are incredibly excited as they explore the stimulating range of role-play resources on offer. For instance, budding builders use foam bricks to make super structures. Children display high levels of collaboration as they take it in turns to balance bricks. Staff make clear assessments of children based on focused, purposeful observations. They have an excellent understanding of the needs of individual children. Staff offer children superb support as they demonstrate how to move their arms back and forth to saw wood. Children are fully engaged as they experiment with different textures, such as when they add water and leaves to their 'cakes'. They particularly enjoy immersing their hands in 'gloopy' water and counting cakes for friends. Children are extremely excited as they investigate musical concepts. For instance, staff demonstrate playing instruments fast and slow. Staff are currently exploring further ways to enhance children's understanding about how things grow.

Personal development, behaviour and welfare are outstanding

Staff offer children superb encouragement to develop their physical skills. For example, children listening to a story pretend to be frogs and jump as high as they can. They negotiate space around them exceptionally well as they pretend to catch small insects. Staff use positive, caring language, such as when they encourage children to talk about their feelings. Children demonstrate excellent behaviour. They develop a growing sense of how to keep themselves and others around them safe and well. For instance, they carefully carry food and drink across to their seats and use equipment safely.

Outcomes for children are outstanding

Children develop excellent writing skills, such as when they confidently draw letters on a large board. They thoroughly enjoy using technology. For example, young children practise moving cakes around the computer screen. Older children count cakes and identify the corresponding number. Children display extremely high levels of self-confidence. They are emotionally mature and very well prepared for the move to school.

Setting details

Unique reference number	110253
Local authority	Hampshire
Inspection number	1070112
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	44
Name of registered person	Cove Pavilion Pre-school Committee
Registered person unique reference number	RP517936
Date of previous inspection	6 November 2014
Telephone number	01252370029

Cove Pavilion Pre-School opened in 1966. It operates from a sports pavilion in Farnborough, Hampshire. The pre-school is committee run. The pre-school opens five days a week during school term time and offers a holiday club for four weeks during the summer holidays. Sessions are from 8am to 3.45pm. The setting receives funding for the provision of free early education for children aged two, three and four years of age. The pre-school currently supports children who are learning English as an additional language. There are seven members of staff. The manager has an early years teacher qualification, one member of staff holds a relevant level 4 qualification, and four members of staff hold a relevant level 3 qualification.

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