

Pavilion Pre-School Playgroup

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



Inspection date

26 April 2018

Previous inspection date

8 May 2015

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

Summary of key findings for parents

This provision is good

- The management team is dedicated to providing a high-quality learning environment and experiences for all children. Effective systems are in place for reviewing the quality of the pre-school and areas for development are identified, seeking the views of children, parents and staff.
- The quality of teaching is good, staff have clear knowledge of the children and their interests. They plan many exciting and stimulating activities to promote development across all areas of learning
- Children are highly motivated and eager to join in, they demonstrate positive behaviour as they play imaginatively and cooperatively. They move around the pre-school with confidence and freedom as they choose where to play.
- Older children demonstrate their readiness for their eventual move on to school. Staff support them to develop their concentration skills and integrate literacy skills and mathematical concepts into everyday routines and interactions.

It is not yet outstanding because:

- Early assessments for children are not always completed in a timely manner. Therefore, systems for monitoring progress of both individual and groups of children are not as effective as they could be.
- Highly effective systems are not in place for the supervision and regular monitoring of staff. As a result, professional development is not personalised to each individual member of staff.

What the setting needs to do to improve further

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

- strengthen staff supervision and monitoring to more precisely tailor support for individuals and raise the quality of teaching to a higher level
- make more effective use of early assessments to inform planning and increase the potential for children to make rapid progress.

Inspection activities

- The inspector considered the views of parents through discussions and written feedback.
- The inspector spent time indoors and outdoors, observing the quality of teaching and assessing the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector had a discussion with the management team. She looked at various documentation including staff suitability and qualifications, pre-school action plans, a selection of policies and children's learning and assessment records.

Inspector
Clare Cotton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are well trained in child protection and safeguarding procedures. They have a good knowledge of the signs of abuse and know what to do should they have any such concerns. The manager ensures that ratios are maintained, and staff deployment is effective. Staff are aware of how to keep children safe within the pre-school and encourage children to manage risks. The manager has a clear plan of how to develop the pre-school further and takes into consideration the views of children, parents and the staff team as part of the self-evaluation process. Assessment of children's learning informs some staff training and development needs. For example, the manager organises training to support children's communication and language development and mathematics development.

Quality of teaching, learning and assessment is good

The well-established staff team has good relationships with parents and encourages them to be involved in the pre-school. Staff know the children very well and take their interests into consideration when planning learning experiences. There is an effective key-person system in place and children benefit from having close relationships with staff. Staff provide a wide range of activities for the children and the environment is stimulating and well resourced. Children are able to choose where they want to play and are skilfully supported by practitioners. For example, a group of girls engage in a mark making activity for a sustained period and show pride in their achievements as they form letters from their name.

Personal development, behaviour and welfare are good

Children are well behaved, and staff have high expectations of all children. There are clear rules and boundaries in place for children to follow. Both, the indoor and outdoor environments are stimulating and offer a wide range of resources and learning experiences. Children move around freely choosing where they wish to play. Staff encourage children to become independent in managing their own needs and to make healthy choices. For example, children help themselves to toast at breakfast, they practise their small-muscle skills as they spread butter onto their toast and pour their own drinks.

Outcomes for children are good

Children are making good progress across all areas of learning. Additional support has been put in place to further develop children's communication and language skills. Children develop the skills needed to prepare them for the next stages in their learning, especially those who are moving on to school. Older children have a positive approach to learning, they show motivation, focus and independence. All children are keen to explore, test out their ideas and solve problems, they play cooperatively and imaginatively. For example, as they play with large construction bricks, a small group of boys work together to build different sized enclosures and engage in pretend play.

Setting details

Unique reference number	311302
Local authority	Kirklees
Inspection number	1090738
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	46
Name of registered person	Pavillion Pre School Playgroup Committee
Registered person unique reference number	RP523663
Date of previous inspection	8 May 2015
Telephone number	07713092471

Pavilion Pre-School Playgroup registered in 1991. The pre-school employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 or 4. The pre-school opens from Monday to Thursday, sessions are from 7.30am to 6pm and Friday from 7.30am to 11.45am term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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