

Pavilion Pre-School

Chalky Road, Portslade, Brighton, East Sussex BN41 2WS



Inspection date	1 May 2019
Previous inspection date	20 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 manager and staff support children with special educational needs and/or disabilities very well. They work closely with outside agencies to share expertise and assess children's needs precisely. Children receive tailored individual support and make good progress from their starting points, regardless of their situation.
- The caring manager and staff show a genuine interest in the children's lives and build excellent bonds with them. They create a highly nurturing, positive and welcoming environment where children feel happy, secure and valued.
- Staff support children's physical well-being successfully. All children spend plenty of time outdoors, playing and exploring in the well-resourced garden. They have exciting opportunities to be active in all weathers.
- Staff work well with parents to help engage them in their children's learning. They discuss children's achievements daily and regularly share focus stories and songs for them to follow up at home. Parents greatly appreciate the individual support they receive from the attentive staff.
- Staff observe children regularly and maintain detailed records of their individual development. They use their assessments effectively to plan for children's next steps in learning and encourage further progress.
- The manager does not precisely monitor the progress different groups of children make in their learning to help close gaps and support rapid progress for all children.
- Occasionally, less experienced staff do not ask questions effectively to fully encourage children to think creatively and develop their ideas.

What the setting needs to do to improve further

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

- monitor the progress children make more precisely to support specific groups of children further and identify any potential gaps to help children make rapid progress
- enhance the use of questioning to give children more opportunities to think creatively and develop their own ideas in play.

Inspection activities

- The inspector observed teaching practices and the impact they have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of leadership and management is good

The ambitious manager and staff evaluate and reflect on their practice well and work closely together to improve children's experiences. After recent training, they have developed their support for children's early literacy skills at home and in the setting. For example, staff and parents were given new ideas of how to encourage children's letter recognition, using prompts in the environment, such as road signs and labels. The manager leads by example and supervises her staff successfully, working well with them to support their practice. She gives good guidance and coaching, such as through individual and team meetings, and offers further relevant training opportunities. Staff have recently improved their understanding of children's behaviour and how to teach children the tools to manage their own emotions. Safeguarding is effective. Children's welfare is at the heart of all the setting's up-to-date policies and procedures. Staff know what to do and who to contact if they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff know the children well and value their individuality. They use their interests to provide a stimulating environment which successfully supports children's engagement and motivation. For example, children enjoy using scissors to cut up old Mother's Day cards, talking about what they want to make and who it could be for. They practise their early writing skills as they decorate the inside of their cards and staff support older children well to begin to write their names. Staff successfully support children's interest in the natural world and children show fascination as they explore their growing patch. They excitedly talk about what they have planted and observe insects closely with magnifying glasses, discussing how they look. Children giggle with delight as insects crawl up their arms and describe how it feels as 'tickly' and 'squiggly'.

Personal development, behaviour and welfare are good

Children behave well and staff support them consistently, positively reminding them of their high expectations. Children are kind, respectful and social and very much enjoy playing together. For example, they happily pass each other coloured pens during creative activities and discuss together what to build out of wooden blocks. They show strong self-esteem and proudly celebrate together as they finish their block construction of 'Brighton Clock Tower'. Children demonstrate their strong physical development as they confidently ride bicycles, complete balance beams and climb in and out of large tyres.

Outcomes for children are good

Children are inquisitive and eager learners, who quickly gain the skills needed for their next stage in learning and for school. Children show strong mathematical skills and confidently predict one more and one less as they count toy dinosaurs. They express themselves well and confidently discuss their opinions, interests and recent experiences. Children are imaginative and enthusiastically act out different scenarios in their play, such as when making pretend meals for each other in the role-play kitchen.

Setting details

Unique reference number	130760
Local authority	Brighton and Hove
Inspection number	10104169
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	42
Name of registered person	Brighton & Hove City Council
Registered person unique reference number	RP526925
Date of previous inspection	20 June 2013
Telephone number	01273 423 854

Pavilion Pre-School opened in 1973 and operates from a pavilion in Portslade, Brighton. It is open weekdays from 8am to 4pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five staff, all of whom hold appropriate early years qualifications between level 2 and level 3.

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