

Inspection of Pavilion Preschool

Delph Park Avenue, Aughton, Lancashire L39 5DG

Inspection date:

6 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The well-qualified, inspirational manager leads her dedicated and long-serving staff team by example. Together they strive for excellence and share a strong ethos that places children and their families at the heart of everything they do. Children are extremely happy and content in their care. They demonstrate exceedingly high levels of involvement, confidence and a keenness to learn new skills.

Staff are excellent role models who treat children with the upmost respect. Fair, age-appropriate and highly considerate morals and values are consistently implemented. Children show genuine love, care and concern for their friends and the staff. They have impeccable manners and demonstrate increasingly high levels of self-control, even when things may not go to plan.

Staff implement a challenging and individualised curriculum for all children who attend. This firmly builds on children's current skills and supports the next steps in their learning exceptionally well. Staff quickly identify children who may require additional help or are at risk of falling behind. They use their great knowledge of children and work in partnership with other professionals to provide children with the best possible support. Staff enthuse, motivate and support children in every aspect of their play and learning. Consequently, all children, including those with special educational needs and/or disabilities, make rapid progress from their starting points. Children thrive and are extremely well prepared for the next stage in their learning and school.

What does the early years setting do well and what does it need to do better?

- Children are highly enthusiastic on arrival and are ready to learn. They independently hang up their belongings, register themselves as present and quickly settle at their chosen activity. Children adore staff and delight as they invite them into their play. When children go home they tell staff, 'I love you to the moon and back'.
- Staff expertly intervene and ask challenging questions to further children's thinking. Additionally, they know when to allow children the freedom to speak independently. Staff use strategies such as signing so all children are supported to be equally involved in all conversations. All children are extremely confident communicators and develop a wide vocabulary. For example, staff use words such as 'ginormous' as children intricately build structures using interlocking blocks. Staff make the most of these opportunities to introduce mathematical language. For example, they challenge children to identify and name the shapes they can see.
- Staff expertly use a mix of adult-led and child-led activities. These capture children's interest and ignite their curiosity. As a result, children persist at

activities for sustained periods. Children imaginatively build with wooden blocks to make a bridge for the cars. With staff's expert guidance they work together to find a way to make the bridge sturdier so it does not fall. Children listen attentively to their favourite stories and become engrossed as staff read enthusiastically. They confidently predict what might happen next and expressively take on the role of the characters.

- Staff's constant praise and encouragement help children to succeed and feel fulfilled in all they do. Children confidently come to the front of the group and sing aloud for all to hear. In addition, they independently undertake tasks, such as serving themselves snacks and drinks. When children face challenges, staff are highly effective in supporting them to find their own solutions. For example, children work out how to free a ball stuck underneath a wheeled toy. Children respectfully accept others' views and truly value their contributions of help. Children beam with pride as they are congratulated by staff for their great teamwork.
- Staff's well-being is highly regarded by the manager. There is a shared culture of excellence across the team. Staff are supported through targeted reviews and receive regular individualised and group training. This is also used to reflect on practice and consistently improve outcomes for children. For example, the already vibrant learning environments have been enhanced to provide even more opportunities for children to explore their creativity and critical thinking. The impact of this is clearly visible. For example, children confidently weigh out flour to make their own dough and independently pump out their desired amounts of paint as they artistically make their own creations.
- Children have access to exceptional outdoor areas. They run freely through the meadow, feeling the elements on their faces. They confidently scale and balance on large physical apparatus and take part in safe risks and challenges within the forest school. Children demonstrate awe and wonder in their surroundings. For example, they correctly identify and name the vast array of birds that visit the bird table. Additionally, their keen observation skills draw them to the snowdrops that have started to bloom. Children comment that they 'love to play outside'.
- Staff make excellent use of communication books to share relevant information with other professionals. Homework tasks and an online system are consistently used by staff to involve parents in every aspect of their children's care and learning. Parents comment that staff are 'fantastic' and are 'amazing in supporting their child'.

Safeguarding

The arrangements for safeguarding are effective.

All staff robustly implement all policies and procedures. Therefore, children are kept extremely safe. Staff have an in-depth knowledge of safeguarding and child protection issues. They know what to do should they have any concerns about a child's safety or welfare. Staff are highly vigilant and supervise children exceptionally well, while allowing them to undertake safe risks.

Setting details

Unique reference number	EY428675
Local authority	Lancashire
Inspection number	10129276
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	41
Name of registered person	Pavilion Pre School
Registered person unique reference number	RP530694
Telephone number	01695 423295
Date of previous inspection	9 December 2015

Information about this early years setting

Pavilion Preschool registered in 2011. The pre-school employs eight members of childcare staff. Of these, seven staff hold early years qualifications at levels 2 to 6. One member of staff is unqualified. The manager holds early years professional status. The pre-school opens Monday to Friday, from 8.45am to 3.20pm, term time only. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The manager led a learning walk of the setting. During this she discussed with the inspector how she organises the provision and the implementation of the curriculum.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- A meeting was held with the manager. The inspector looked at relevant documents and checked evidence of the suitability of staff and the trustees.
- The manager took part in a joint observation with the inspector.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector spoke with some parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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