

Inspection of Pavilion Pre-School

Pavilion Pre School Community Nursery, Park View Road, London, Middlesex N17 9EX

Inspection date:

27 September 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The provider has effective arrangements to promote children's learning, but has failed to ensure that there is a member of staff with a valid first-aid certificate.

Children develop positive relationships with their key person. Children new to the pre-school use their key person as a secure base from which to explore. Babies who do not settle well benefit from attentive staff who are sensitive and supportive in their interactions. Staff give children cuddles where needed and position themselves close to children. This helps children to feel safe.

Children develop good independence skills for their age as staff have high expectations of them at routine times. For example, younger children sit with their peers at mealtimes. They learn to feed themselves with cutlery. Toddlers are fully involved and help to give out plates and cups. Older children concentrate and persevere as they learn to use tools, such as knives, to cut pieces of fruit for their snack.

Young children are eager to explore their environment. Staff skilfully adapt activities to their stage of development. This enables them to be fully involved in sensory play. Babies swish their hands in flour with delight. They make patterns with their fingers and practise blowing flour off their hands. They watch in wonder as it floats off into the air. These opportunities develop children's mouth and facial muscles very well in preparation for early speaking.

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

- The provider does not understand the requirement to ensure that there is at least one member of staff with a valid first-aid qualification present at all times. The risk to children is minimised as all staff have completed an online refresher course for first aid and know how to respond in an emergency. In addition, on the day of the inspection, there was a temporary agency member of staff present who, coincidentally, held a first-aid qualification. However, this indicates a weakness in leadership and management and does not meet the requirements for the 'Statutory framework for the early years foundation stage'.
- The provider has found it challenging to recruit permanent staff for vacancies at the pre-school. However, temporary agency staff are highly valued and well supported. For instance, staff help to ensure that they are briefed about their day on arrival and information is on display about the curriculum focus for each room. This is helping to provide children with a consistent approach.
- Children enjoy opportunities to play outdoors in the garden. However, at times, staff interactions with them outdoors do not fully support their learning. For example, some staff take on a supervisory role and do not demonstrate a full

understanding of how to promote learning outdoors. This means that, on occasion, some children are less engaged in purposeful learning.

- Staff plan how to help children manage their behaviour well. For example, they provide plenty of opportunities for children to learn to wait for their turn, such as through circle singing games. Children demonstrate patience, clapping to the beat, as they wait in anticipation for their turn to dance in the circle.
- Children develop good fine motor control. However, on occasion, older children do not demonstrate secure physical development in relation to their large-muscle skills. For example, they do not always show balance, control and coordination in their movements. Staff do not recognise this and so do not provide appropriate opportunities for children to develop these skills.
- Staff help children to develop a secure understanding of how they are unique. For instance, children look at their different facial features, such as eye and hair colour. They use paints and brushes to make lines and circles and create representative pictures of themselves. During activities, staff help children to learn about their different talents, interests and their families. Staff embrace difference and they promote acceptance and inclusion in their interactions with children.
- The special educational needs coordinator seeks swift advice from professionals when needed, to support children's delayed speech and language development. She shares advice and guidance promptly with staff to help them support children. For example, staff are aware of the importance of being positive role models in their conversations with children. They address children by name, make eye contact with them, speak clearly with the correct pronunciation and repeat phrases children say. This is helping children to begin to communicate more clearly with others.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that the building is safe and suitable for use each day. For example, she ensures staff complete thorough risk assessments of the indoor and outdoor areas prior to use by children. Staff manage situations effectively where essential visitors must enter the building. For instance, they accompany them when in the building to ensure they do not have contact with children. Staff are able to identify the signs and symptoms of abuse, including female genital mutilation and domestic violence. They are able to explain the procedures to refer concerns about children's welfare or if an allegation is made. They are highly alert to safety risks that could impact children due to the location of the building.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that there is at least one member of staff on site at all times who holds a full and valid paediatric first-aid qualification.	14/10/2022

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

- strengthen coaching and support for staff to help them understand expectations of their role when supporting children's learning outdoors
- provide even more opportunities for older children to develop their large-muscle skills, with particular relation to balance, coordination and negotiating spaces.

Setting details

Unique reference number	2516402
Local authority	Haringey
Inspection number	10243013
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	68
Number of children on roll	43
Name of registered person	Pavillion Pre-School Limited
Registered person unique reference number	2516401
Telephone number	020 88085383
Date of previous inspection	Not applicable

Information about this early years setting

Pavilion Pre-School registered in 2019. It is based in Tottenham, in the London Borough of Haringey. The pre-school is open from 8am to 6pm for 50 weeks of the year. The pre-school employs 10 members of staff. Of these, eight hold qualifications at level 3. The pre-school accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.
- The inspector observed and evaluated an activity with the manager.
- Children spoke to the inspector, during the course of the inspection, about their learning.
- The inspector spoke to parents on the day of the inspection and considered their views.
- The inspector sampled documentation, including that relating to first-aid training and qualifications.

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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