

Inspection of Pavilion Pre-School (Aigburth) CIO

50 Dundonald Road, Liverpool, Merseyside L17 0AF

Inspection date: 14 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Managers are ambitious and passionate about providing high-quality care and education. They provide a welcoming and nurturing environment. Staff have formed close bonds with their key children. They are positive role models to children. For example, they encourage children to show respect for each other. Children are happy and extremely settled here. They behave very well. Children demonstrate that they feel safe and secure. Staff plan a wide range of stimulating activities. Children are motivated and excited to learn as soon as they arrive in the morning. This helps children gain a thirst for learning from an early age.

Children experience a variety of stories, rhymes and songs which help them develop a wide vocabulary. Staff bring stories to life and enthuse children to join in with language and actions. A lending library supports families to share stories at home with their children. This helps children gain a love of books.

Children plant a range of fruit and vegetables, such as pumpkins, leeks, radishes and strawberries, in the garden. They are taught how to care for the plants as they grow. Children taste the food that they have helped to grow. This helps children gain a deeper understanding of life cycles.

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

- Leaders provide staff with a clear curriculum that helps children build on what they know and can do. Staff follow children's lead in play and build on their emerging interests. There is a strong focus on learning through stories. Children are engrossed as they act out books using puppets and props. Staff skilfully engage children in learning. This helps children develop the listening and attention skills they need for their next stage in learning.
- Staff support children's developing communication skills at every opportunity. They enthusiastically join in children's role play to teach them about the role of a shopkeeper. Staff model language well to extend children's pretend play. This supports children's language development.
- The key-person system is effective. Staff have a good knowledge of their key children and how to support their learning and development. They plan appropriate next steps for children which are shared regularly with parents. This helps children make good progress in their learning.
- Parents are extremely positive about the care and learning their children receive. They comment how happy they are with the pre-school. Parents praise the pre-school for providing a home-from-home environment. Leaders work closely with the local school and other professionals. This builds on the strong partnerships to support children's learning.
- Children gain a deep understanding of diversity and inclusion. Staff invite

parents to share cultural traditions with children. Children engage in a variety of learning experiences to develop their understanding of different festivals. They learn about the similarities and differences between themselves and others. This helps children understand what makes themselves and their friends unique.

- The special educational needs coordinator (SENCo) helps staff to support children with special educational needs and/or disabilities (SEND). The SENCo communicates with key persons and parents to provide updates and share agreed targets. The SENCo liaises with other relevant professionals and local schools to ensure the best possible provision for children with SEND. She knows how to make timely referrals to outside agencies. This helps to ensure that children receive the right support.
- Children have copious opportunities to be physically active. They set up their own assault course in the outdoor area. Younger children balance along planks and carefully climb up and down on the crates. Older children ride around the outdoor area on bicycles. This helps to strengthen children's large-muscle movements and supports children's developing physical skills.
- Staff describe how their well-being is looked after. They access courses to keep their professional development up to date. However, current supervision arrangements are not fully effective in ensuring staff have a clear understanding of how they can improve further in their role.
- Overall, children's independence is supported. However, there are times when staff complete tasks that children are capable of attempting. For instance, staff sometimes remove children's coats and hang them up. This does not consistently help children to develop independence.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their roles and responsibilities to keep children safe from harm. Staff know the signs and symptoms of abuse and know what to do should they be concerned about a child's welfare. Staff understand their duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. A robust recruitment and induction process is in place and all staff attend regular safeguarding training to keep their knowledge current. Risk assessments are undertaken and are effective in keeping children safe.

What does the setting need to do to improve?

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

- implement effective supervision arrangements so staff have clear targets to support and improve the quality of their practice
- extend children's independence skills, particularly when they are capable of

carrying out tasks themselves.

Setting details

Unique reference number	2593417
Local authority	Liverpool
Inspection number	10249192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	40
Number of children on roll	116
Name of registered person	Pavilion Pre-School (Aigburth) CIO
Registered person unique reference number	2593415
Telephone number	0151 3456364
Date of previous inspection	Not applicable

Information about this early years setting

Pavilion Pre-School (Aigburth) CIO registered in 2020 and is located in Aigburth, Liverpool. It operates term time only, Monday to Friday, from 9am to 3pm. The pre-school employs 17 members of childcare staff. Of these, 16 hold an appropriate early years qualification, ranging from level 6 to level 2. The pre-school offers a breakfast and after-school club term time only, Monday to Friday, from 7.30am to 9am and from 3.15pm to 5.45pm.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector and the managers carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection 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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