

Inspection of Pavilion Pre-School

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

Inspection date:

19 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Most children demonstrate that they are happy and settled at this pre-school. They separate from their parents easily and are eager to learn. However, for some children, the move between home and the pre-school is not as smooth as it could be. Key persons are not always available to soothe children who are relatively new to the pre-school, including children who speak English as an additional language. This impacts on children's emotional well-being as well as their learning.

Some staff, particularly in the pre-school room, extend children's language development well. They listen to children attentively and respond positively to what children say. For instance, a child talks about the allotment his grandparents have and is encouraged to share with others the names of the vegetables grown. As a result, a discussion follows about beetroot and whether it is something children enjoy eating or not. However, at other times, quality interactions with children are missing from other staff, which impedes children's communication and language progress. This is because they do not take account of what children say or build on the knowledge they have already acquired. Nonetheless, children have good relationships with the staff and behave well.

Children are physically active as they explore the garden. They learn to balance on beams and climb on apparatus. Babies are supported to practise their walking skills as staff assist them to move around their outdoor space.

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

- The provider and the manager meet with staff for supervision and ensure that they have access to training. However, they have not identified weaker areas of staff practice and in the children's educational programmes. The support the manager provides to staff is not targeted well enough to ensure that all staff receive the guidance they need to improve their teaching skills. This hinders the progress that children can make, particularly in their communication and language development.
- Although the progress check for children aged between two and three years is carried out, its purpose is not fully understood by staff and is not always shared with parents, carers and external professionals. This could hinder early identification of a child's developmental needs.
- At times, children's key persons are not available to provide them with the emotional support they need to help them feel settled. In addition, the ways in which to support children who speak English as an additional language are not always carefully considered or fully implemented by staff to help children to communicate their needs.
- Staff in the pre-school room ensure that children are equipped with the skills

they need for the next stage in their learning and transition to school. Children self-register on arrival each day and learn how to put on their own coats and shoes. Children understand the importance of self-care. They know to wash their hands after using the toilet or blowing their nose, with little prompting from staff. However, handwashing procedures in the baby room are not sufficiently hygienic to minimise the potential spread of germs.

- The outdoor area is used well to support children's physical development. Children participate in appropriately challenging and vigorous physical activities. They stretch, balance and practise their coordination.
- The provider and cook work together to provide children with healthy meals and snacks, which they eat together at sociable mealtimes. From a young age, children are encouraged to feed themselves, and pre-school children are encouraged to develop their independence by self-serving and pouring drinking water.
- The provider has a sound understanding of her safeguarding responsibilities in leading the pre-school. In the main, recruitment and vetting of staff are satisfactory. Unfortunately, there are some instances where not enough scrutiny has been given to specific aspects of the recruitment of some staff, such as obtaining references.
- Staff work well with parents and share information with them about their children's learning and development. Parents appreciate the support their children receive from the friendly and approachable staff team.
- The provider has a range of documentation in place. However, some of it is not organised well enough to ensure that it is available and accessible at inspection.
- Diversity is celebrated as children learn that all people are different. The resources and displays represent the diversity of the pre-school and wider community. This helps children to develop a positive sense of self and a respect for people who have differing needs.

Safeguarding

The arrangements for safeguarding are effective.

The provider and the manager ensure that all staff receive relevant safeguarding training. Staff have a clear understanding of their role in protecting children who may be at risk of harm. They are alert to possible indicators that a child may need help and know the relevant agencies to contact for guidance. Staff are aware of the correct procedures to follow should there be an allegation. The premises are secure, and staff carry out daily checks of the environment, indoors and outdoors, to ensure that it remains safe for children. The owner and the manager ensure that staff hold appropriate first-aid qualifications.

What does the setting need to do to improve?

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

	Due date
implement robust recruitment procedures to ensure the suitability of staff	18/08/2023
strengthen staff's understanding of how to consistently support children's communication and language development through high-quality interactions	18/08/2023
provide better support for children who speak English as an additional language, so that their emotional well-being is strengthened in addition to their communication and language skills.	18/08/2023

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

- ensure that all required documentation is complete, easily accessible and available for inspection
- strengthen the key-person system to enable staff to provide the right support for children, particularly those who are settling in
- review hygiene routines for handwashing in the baby room to prevent the spread of infection.

Setting details

Unique reference number	2516402
Local authority	Haringey
Inspection number	10259533
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	27 September 2022

Information about this early years setting

Pavillion Pre-School registered in 2019 and is based in Tottenham, in the London Borough of Haringey. The pre-school is open from Monday to Friday, for 50 weeks of the year. Sessions are from 8am to 6pm. The pre-school employs 10 members of staff. Of these, eight hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Maher

Inspection activities

- The inspector discussed any ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and children during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector viewed a range of documents, including evidence of staff's training and suitability.

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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