

Inspection of Pavilion Pre-School Playgroup

Hepworth and Scholes Youth Club, Whitewells Road, Scholes, Holmfirth, West
Yorkshire HD9 1TB

Inspection date: 30 November 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Although the committee and management team are aware of issues, there are some weaknesses in teaching and learning that are preventing the pre-school from achieving a good overall outcome. Despite this, children separate confidently from their parents and are eager to explore the pre-school environment. Staff are kind and loving and make children feel welcomed and respected. They form secure attachments with the children and offer them support and reassurance when needed.

Children show curiosity and are motivated to independently explore the range of resources available to them. For example, they make obstacle courses from wooden blocks and plastic reels and take care to balance as they move around them. Staff extend learning and challenge the children to use mathematical tools. For instance, children excitedly use a measuring tape to see which of their friends is the tallest. They stand on blocks and ask to be re-measured because they are now 'taller'.

Children behave well. Staff effectively manage children's behaviour and understand which strategies work for individual children. They respond promptly to unwanted behaviour and use effective techniques when children need support to regulate their feelings and emotions. For example, staff speak calmly to the children and explain the impact that their behaviour has on others. Staff give children constant praise and encouragement for their achievements, which helps to raise their self-esteem and confidence.

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

- Overall, partnership with parents are effective. Parents comment positively about the pre-school. They say that the staff are friendly and caring and they value the communication they receive through daily conversations and regular newsletters. However, information sharing is not fully effective. For example, although all children are assigned a key person, not all parents are aware of who their child's key person is. In addition, staff do not consistently share information with parents about children's progress and next steps in learning. This means that parents cannot fully support their children's learning at home.
- The manager recognises that recent changes to the staff team has had an impact on the overall quality of education at the pre-school. Self-appraisals have recently been introduced to help staff to reflect on their practice. However, the manager does not monitor staff to ensure that the practice across the pre-school is at a good level. In addition, staff do not receive supervision sessions or coaching to identify any training or development needs. As a result, staff's knowledge and practice across the pre-school is inconsistent.

- The pre-school places a strong focus on supporting children with special educational needs and/or disabilities. Children benefit from effective strategies to support them to make progress in their development. Staff work in partnership with parents and other agencies to support children's emerging needs and adapt their teaching. This helps to provide a consistent approach to support children's learning.
- The quality of education is variable for children across the pre-school. Some staff know what their key children need to learn next and plan activities to support this. However, not all staff are aware of children's next steps or individual learning needs. As a result, children's individual learning needs are not always supported in meaningful ways. This impacts on the quality of teaching and learning experiences that children receive and the progress that they make.
- Staff support children's communication and language development well. They sing songs and rhymes that children eagerly join in with. Staff speak clearly to children and repeat words back to them correctly. They engage children in conversations and support them to hear new words. For example, staff use words, such as 'crackle' and 'crunch', as children explore the texture of leaves. This helps to extend children's vocabulary.
- Overall, staff help children to become independent. For example, children learn to blow their own noses and dispose of tissues in the bin. They wash their own hands and pour their own drinks. However, at times, staff do not maximise opportunities for children to carry out tasks for themselves. For example, staff prepare and serve children their snacks and meals. This prevents children from further developing and building on their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular training in child protection. They demonstrate a confident understanding of how to recognise possible signs of abuse and they know how to report any safeguarding concerns. Staff have a thorough induction, so they are clear about their role and responsibilities. They are clear about how to report any concerns about allegations about a colleague. The manager implements a robust recruitment procedure to ensure that staff are suitable to work with children. Staff are deployed effectively. They work together well to ensure children are supervised and kept safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve partnerships with parents to ensure they are aware of who their child's key person is and how they can support children's next steps in learning at home	14/12/2023
provide all staff with effective supervision, support, coaching and training to ensure staff have clear understanding of their roles and responsibilities.	10/01/2024

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

- ensure all staff are aware of children's progress and next steps in learning in order to strengthen children's achievements to a higher level
- support staff to make better use of opportunities to allow children to further support and build on their independence skills.

Setting details

Unique reference number	311302
Local authority	Kirklees
Inspection number	10312318
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	Pavillion Pre School Playgroup Committee
Registered person unique reference number	RP523663
Telephone number	07835643709
Date of previous inspection	26 April 2018

Information about this early years setting

Pavilion Pre-School Playgroup registered in 1991 and is located in Holmfirth, West Yorkshire. The pre-school employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, sessions are from 7.30am to 6pm term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- Staff spoke to the inspector during the inspection.

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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