



Pavilion Pirates Preschool

Inspection report for early years provision

Unique Reference Number	EY226040
Inspection date	27 November 2006
Inspector	Elly Bik-Kuen Wong
Setting Address	Baden Powell Lodge, Pavillion Road, Hedge End, Southampton, Hampshire, SO30 2EZ
Telephone number	07981 430679
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Registered person	Pavilion Pirates Preschool
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pavilion Pirates Pre-School was registered in October 2001. It operates from one room in the Baden Powell Lodge in Pavilion Drive, Hedge End. The group is managed and run by a committee composed of mainly parents. The pre-school serves the local community.

The pre-school accepts up to 26 children from two to under five years each session. There are currently 42 children on roll. This includes 32 funded children. The pre-school is able to support children with special needs, and those who speak English as an additional language. The pre school opens five days a week during school term times. Sessions are from 09:30 until 12:00 each week day, and from 12:20 until 14:50 on Tuesday, Wednesday and Thursday. The afternoon sessions include the opportunity for children to bring a packed lunch.

There are six members of staff in total, and three or four of them work with children each session currently. The setting is currently recruiting a new leader/manager. A key member of staff is on a training programme to work towards NVQ level 3, and two other members of staff have relevant early years qualifications. The pre-school receives support from the Pre-school Learning Alliance and the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted in the clean and hygienic environment. They are well protected by staff who follows effective daily procedures to ensure that all areas and surfaces used by children are cleaned and disinfected to prevent germs from spreading. Children play an active part in maintaining good personal hygiene; they wash their hands after messy play and toileting. Before children handle food during the fruit cutting activity, they are reminded by staff to 'wash off' any germs from their hands. This helps children to develop health awareness for protecting themselves. Good systems are in place for recording specific health and dietary requirements including allergies, as well as accidents and medicines administered. Apart from being first aid trained, the core staff are motivated to attend special training to assist children with specific allergies or those who require special medication. Parental consent is obtained to enable children to receive emergency first aid or medical treatment when needed.

Children who attend the morning sessions are offered a good range of nutritious snacks such as fruits and cereals. The afternoon children learn to be independent by eating from their own lunch boxes provided by their parents. Children can access readily their own drink bottles from home, or ask for the water jug and then help themselves by pouring. During fruit handling activities, children develop health awareness when encouraged to talk about fruits and other foods that they have eaten, and whether they are healthy.

Children develop a good range of physical skills during planned or daily activities. They routinely benefit from fresh air and outdoor games or exercise, weather permitting. Children also practise pedalling, climbing, sliding, jumping and balancing such as on an obstacle course. Children have good opportunities to take part in active movement and dance. Children develop good muscle strength, co-ordination and a sense of space when ribbon dancing. They wave and spin the long ribbons to interpret the music and beat. Children also handle construction toys and a good range of tools to increase their manipulative skills, such as scissors, paint brushes and child-safe knives. As a result children gain in bodily control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Risks to children in the environment are monitored and minimised effectively. There is a high level of security for children because staff secure doors, and monitor the movements of children and adults when they are open. Daily premises checks are carried out with the help of a check form to ensure that both the indoors and outdoors are safe. Children benefit from ample internal and external space, and are able to move freely and safely, whilst accessing toys and books

that are on the floor or low tables. However, due to the large size of the hall and the hard floor, some play corners lack a cosy feeling, such as the book corner.

Children are supervised effectively and are usually in sight of an adult. Staff also constantly check on those children who access the toilet, and offer support if necessary. When children leave the hall for outside play they are always counted in and out. The first aid kit is easily accessible for emergencies. The core staff are qualified in first aid, and able to assist children in the event of accidents or emergencies. Any accidents or pre-existing injuries are recorded and usually signed by the parent/carer concerned. There is an emergency fire plan which is practised during regular fire drills, though the plan is not publicly displayed to clearly advise and remind staff, parents and volunteers. Not all staff are fully trained in child protection. They demonstrate a general rather than secure understanding of child protection procedures, such as for obtaining advice and referring concerns. This impacts on their ability to safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children settle well on arrival, and show independence when they deposit their own drink bottles and lunch boxes in the hall. At registration, many children speak up confidently as their own name is called, though they miss the opportunity of selecting and recognising their own name label as part of their learning. Children are welcomed and handled very gently by friendly staff, who support the younger children particularly well, for example, in the hygiene routines. Children can move around the spacious hall to access easily a good selection of age-appropriate resources for their self-chosen play. Children enjoy their activities, and interact well with staff and their peers, building positive relationships with them. Children are enthusiastic when they play with 'snow' (as in shaving foam), sing songs or handle musical instruments while 'wriggling' to music together. They show an interest in painting, and art and craft, and explore media like sand, water, play dough and clay. However, resources for encouraging children's self-initiated creative play and expressions, such as in 3-D modelling, are not always easily accessible.

Nursery Education

The quality of teaching and learning is satisfactory. Most staff are suitably experienced and able to offer a varied and enjoyable play programme for children. Some staff are motivated to improve their skills through a training programme, though not all staff have the relevant qualifications for their roles. Among staff there are differing levels of understanding regarding the Foundation Stage. Overall the staff team do not have a comprehensive knowledge of the stepping stones for planning and delivering a fully balanced curriculum. Although it covers a good range of areas and topics during the year, the curriculum also consists of some gaps in children's learning. Some staff challenge children regularly to develop their ideas and language. However, this is inconsistent within the staff team, and overall they do not make the most of planned or incidental opportunities to extend children's learning in an effective manner.

In their weekly plans staff state the learning objectives of the main activities, and their possible extension for the more able children. Among staff, there are differing levels of awareness, skills and therefore, success in delivering them for the children's benefit. Key workers and other staff make observations on individual children and record them in the child's progress book and the

Hampshire record of achievements. Staff endeavour to identify each child's next step of learning to inform further planning for the whole group. The more skilled staff utilise daily opportunities to provide appropriate challenge for individual children's learning. Activities are evaluated during the weekly staff meeting, though there is not always sufficient monitoring of the effectiveness of teaching and learning overall. As a result, children make satisfactory rather than good progress in nursery education overall, even though there are various well thought-out, rich learning experiences for children during the year.

Children are provided with direct first hand experiences, and show a positive attitude towards learning. They show good motivation and perseverance when they cut up and prepare fruits with child-safe knives. However, not all staff pitch activities at the right level for the younger and older children respectively. Children explore nature's changes in autumn. They investigate and sort different patterns, such as pine cones, conkers and acorns. The more skilled staff prompt children to use new vocabulary to describe their textures. Children sing number songs, and practise counting and recognising colours during planned and spontaneous play. However, staff do not always make the most of routine or incidental opportunities to extend children's mathematical concepts, such as about shapes, size, measure, and position. There are insufficient opportunities for simple problem solving by comparing numbers or calculating, such as two more or two less.

Children relate well to one another; they talk and share news spontaneously during snack time or imaginative role play. They look at their own baby photographs and communicate their ideas about their families and birthdays, thus developing a sense of identity and belonging. Children listen and respond well in circle time. They show a fondness for books and most handle books correctly, while learning that print carries meaning. However, apart from books and some cue cards about the daily routines, the environment is not rich in print. Children have limited opportunities to recognise their own name, or link sounds and letters. Some older children are beginning to say or write the initial sound/letter in their own name, though their learning is not always reinforced or extended. Children are not usually encouraged to make mark as their name on their work.

Children have fun during tactile play, such as melting ice cubes and shaving foam. Some opportunities are missed for teaching children why and what happens when the ice cubes melt. The more skilled staff ask open-ended questions to challenge children, for example, 'what do we need?' when they build models with popoids. Children enjoy navigating around computer programmes; they handle mobile phones, tills, recorders, and programmable toys. Staff use a sand timer to help children understand the concept of 'five minutes' before tidy-up time, though this equipment is not given to children to use routinely for their own learning. During the World Cup football tournament, staff enthuse children to learn about the different nations involved, so they gain an awareness of the wider world.

Helping children make a positive contribution

The provision is good.

Children are happy and enjoy their time at the pre-school. They are cared for by dedicated staff, who are responsive to their needs. They offer children good attention and support to settle them and make them feel confident. Children are not rushed but given time to complete

their tasks, and feel a sense of achievement. Children show good self control and keep themselves occupied by reading books during the transition from one routine to another, such as outdoor play. Children enjoy having responsibilities at tidy up time, or when they wash toys in the water tray to keep them clean. Children are praised and valued by staff, whose good role models encourage their good behaviour. Staff follow good practices when teaching children about good manners and behaviour. Children sing the 'Please and thank you' song before snacks each day. Staff carry pictures of a happy/sad face to help children think about their actions, and how they might affect others' feelings.

Key workers liaise well with parents to settle and support children, who continue to gain in confidence. All children and parents receive good support in relation to individual children's care. Effective systems are in place to draw up individual learning plans for children with learning difficulties/disabilities to promote their development. Parents find the staff friendly and approachable, and some volunteer their help on the parents' rota. They receive useful information about the setting through newsletters. They are provided with a communal set of policies/procedures about how their child is being cared for, including a complaints procedure and record, although this is not currently updated in line with the latest guidance.

There are outstanding practices in fostering a great sense of community by involving all users of the setting during the annual carnival processions. Children, parents and staff work very hard together on art and craft for decorating their carnival float. On the day, children dress up and wave the fifteen national flags of the respective football teams in the World Cup. This helps to extend children's knowledge of other countries and continents. Staff also use 'story baskets' from the library to help children gain an awareness about the different ways people go about their daily life, as undertaken by the travellers. Children celebrate different festivals and gain an appreciation of diverse cultures. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents/carers in children's nursery education is satisfactory. Good settling in procedures are in place, and parents are talked through by staff about the pre-school's operation in detail. Staff also explain verbally how the nursery education is organised under the Foundation Stage. Parents are well updated through regular newsletters, which also mention the weekly learning topics covered by staff. As a result, parents are able to support their children's learning, for example, by contributing art and craft resources or supplying photographs for children to talk about themselves and their families. Policies, weekly learning plans, and reference materials on the Foundation Stage are displayed in the foyer. However, not many parents are aware of the comprehensive information provided, which impacts on their involvement in their child's learning. On entry parents are asked to complete a general form about their child's needs, and likes and dislikes. This helps staff to build on individual children's interest, though no information is shared about their initial attainment to inform planning and assessment.

On a daily basis there is good communication between key workers and parents on their respective child's progress. Parents are welcomed to look at their child's progress records at any time, though there is no formal invitation to do so. Parents are able to view photographs, as well as slide shows on the setting's computer easily. This allows them to talk to their child about their activities, and to reinforce the learning if they so wish. Parents are supportive of

the pre-school, and some visit with their new-born babies, or pets including owls and dogs, to help children know more about how they are cared for. The active involvement of parents enhances children's educational experience and enjoyment.

Organisation

The organisation is satisfactory.

Children benefit from well-run daily routines and appropriate resources for their care, play and learning. Staff deployment is generally good, and based on the ratio of one adult to six or fewer children. Effective systems are in place to cover staff on training or absent leave. There are appropriate procedures for vetting staff such as through Criminal Record Bureau checks. However, the procedure for health vetting is not fully developed, and impacts on Management's ability to assess individuals' suitability. The staff team consist of experienced members for working with children. The setting is currently in the process of actively recruiting an appropriately qualified leader. There is a suitable range of skills within the staff team, who have a general knowledge overall about child protection procedures and the stepping stones of the Foundation Stage.

The staff team work well together, and maintain on-going communication with the chairperson and other committee members informally. Staff are supported also by the committee's staff liaison officer, whom they can talk to in confidence. The committee are very supportive in raising funds to enhance the resources and environment, such as a fully enclosed outdoor area for the children. The new committee take their roles of supporting staff seriously, though they are still developing their knowledge of the different aspects of the operation being delegated to staff. There are systems in place for inducting and appraising staff. However, these are not fully effective due to the lack of a permanent leader. All required paper work is in place, and includes comprehensive procedures for the operation, some of which are being reviewed. Children's records are easily accessible, stored securely and preserving confidentiality. However, some policies and procedures are not up-to-date according to the latest guidance and legal requirements, such as complaints and child protection. The setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is satisfactory. The staff work well as a team, and meet weekly to discuss children's needs and make plans for their learning. However, staff lack some expertise for planning a fully balanced curriculum. Systems for monitoring teaching and learning are not sufficiently effective. The committee are actively recruiting a qualified leader to assist them in that role, and to guide and support the staff team in its daily activities for delivering children's care, play and learning. Committee members are fairly new in their roles, and are still developing their knowledge and skills in monitoring the setting's operation. Both staff and committee show dedication and commitment in their continual effort to enhance all children's welfare and education.

Improvements since the last inspection

At the last inspection, the setting was asked to deploy staff more effectively and utilise space to reduce hazards, when large play equipment is used indoors. There is now good staff deployment based on the one to six ratio for supervising children effectively. This is the case

when large equipment is used in the hall. Staff usually clear away all other toys before large equipment is set up to minimise hazards for children. The setting was also asked to provide accessible individual records for volunteers and committee members, which are now available when needed.

The pre-school was also asked to make improvements on three key issues regarding its nursery education. The first key issue was about extending children's understanding of number and size. Children now have plenty of daily opportunities to practise counting and develop the concept about number, while they mostly learn about size through planned rather than routine activities. The second key issue was about helping children to become aware of the importance of keeping healthy and the changes that happen to their bodies. Children now enjoy regular healthy snacks, and take part in fruit handling and healthy eating 'play shop' activities. These improve their knowledge about healthy foods and the importance of healthy eating. They also have routine opportunities to exercise both indoors and outdoors, and occasionally children are prompted by staff to feel the changes that happen to their bodies during exercise. The third key issue was about the range and use of programmable toys, which have since been extended, and include items such as a computer, mobile phones, tape recorders, and other programmable toys.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the childminder or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff have a clear and secure understanding of child protection procedures for safeguarding children
- update and enhance paper work such as policies on complaints and child protection in accordance with the latest guidance.

- enhance procedure for vetting new staff such as on health grounds to ensure their suitability for working with children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the staff team's knowledge of the stepping stones of the Foundation Stage so that children can benefit fully from a well planned and balanced curriculum
- make effective use of incidental and daily opportunities to extend children's learning, such as in linking sounds and letters, the use of writing in everyday life, and in mathematical concepts including shapes, size, measure and calculating.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk