

# Pavilion Pirates Preschool

Inspection report for early years provision

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**Unique reference number** EY226040  
**Inspection date** 05/10/2009  
**Inspector** Alison Large

**Setting address** Baden Powell Lodge, Pavillion Road, Hedge End,  
Southampton, Hampshire, SO30 2EZ

**Telephone number** 01489 788586

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## **Description of the setting**

Pavilion Pirates Pre-School is a committee run group and opened in 2001. It operates from one room in Baden Powell Lodge in the Hedge End area of Southampton. The group serves the local community. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from Monday to Thursday 09:00 to 15:00 during school term times. Children come from a wide catchment area and are able to attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register.

There are currently 56 children from two years six months to four years on roll. Of these, 29 children receive funding for early education. The setting is able to support a number of children with learning difficulties/or disabilities and can also support a number of children who speak English as an additional language.

There are eight members of staff who work with the children. Of these, seven members of staff have early years qualifications and one is working toward a relevant qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are welcomed into a warm and friendly setting by well trained staff who meet children's welfare and learning needs with success. Staff have a highly effective partnership with parents which ensures that they are made fully aware of children's individual needs and can take effective steps to meet them. There are good systems in place to monitor and evaluate the effectiveness of the setting and staff work as a team to improve outcomes for children. The pre-school provides a bright and child-friendly area for the children to play and learn.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- update policies and procedures in line with the EYFS
- continue to develop systems to maintain a regular two-way flow of information with other providers

## **The effectiveness of leadership and management of the early years provision**

Staff are committed to ensuring all children are included and provide good opportunities for them to learn and develop. Children benefit from having well-trained and knowledgeable staff who work well together as a team and share a commitment to continual improvement. Safeguarding children is prioritised, staff

have an excellent understanding of safeguarding procedures and robust recruitment procedures ensure that only suitable people work with the children. Staff make good use of resources. The indoor and outdoor play areas are well-organised which ensures that children can take part in a varied range of activities both inside and outside. A wide variety of activities are offered each session, with a balance of child-led, adult-led and focused group activities. All children are included and supported appropriately and the setting promotes equality and diversity.

Staff and parents have an excellent working partnership that ensures that key information is shared between them. Parents are given good quality information about the Early Years Foundation Stage curriculum (EYFS) and what their children are learning. They are also given regular newsletters and have a parents comment book and an information area by the cloakroom which gives them access to photographs, policies and procedures and other relevant information. Children's welfare is promoted by the efficient maintenance of the pre-school records, a comprehensive range of policies and procedures are in place covering all areas of the provision. However, some of these have not yet been updated in line with the EYFS as required. The pre-school has links with local schools but is still developing partnerships with other providers where children attend more than one setting. All children are encouraged to take part in activities. Staff are made aware of children's individual needs and take positive steps to help them settle in to the pre-school and join in with activities. Children who speak English as an additional language and those who have special educational needs and/or disabilities are catered for well. Staff ensure that they are well supported. Children are learning about wider society and differences through using resources that show positive images of diversity, such as books and dressing-up clothes.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in the pre-school, they can move around freely and access a wide range of activities and resources. They are making good progress as they take part in a varied balance of adult-led activities and free play. They are developing many independent skills, such as preparing their own snacks, and are confident and self-assured. They have good communication skills and chat happily both to one another and to adults. Staff support children well by offering praise and encouragement and demonstrate a good understanding of children's individual learning needs. They make ongoing observations of children's progress which are linked to the different areas of learning and identify the next steps for each child. Staff have reviewed systems for planning and assessment and these have been developed to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Younger children are becoming confident in their daily routines and good staff support helps them settle.

Children demonstrate how safe they feel as they move around the setting confidently and decide when to go and have a snack or if they want to play outside. The premises provide a safe and secure environment for them to play freely. Staff have a clear knowledge of safeguarding issues and have an excellent

understanding of their roles and responsibilities, which means children are very well protected. Children are learning about good hygiene practice and healthy lifestyles. They follow good hand washing procedures and discuss germs and illness. They help to prepare their own snacks and talk about how fruit and vegetables make you grow big and strong. Staff implement thorough health and hygiene policies and procedures to prevent cross infection. Children's behaviour is good, they are kind to each other and are learning to share and take turns and they play very well together. For example, at the computer they know they must sit patiently and wait for their turn. Children become aware of what is expected of them and develop confidence to make their own choices and decisions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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