

Pavilion Pirates Preschool

Baden Powell Lodge, Pavilion Road, Off Woodhouse Lane, Hedge End, Southampton,
Hampshire, SO30 2EZ



Inspection date

22 April 2015

Previous inspection date

5 October 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Highly effective leadership and management ensure the safe and smooth running of the pre-school with all requirements met well. All those involved have a clear understanding of their responsibilities to protect children.
- All those involved are committed to providing a fully inclusive service. The high number of well-qualified staff and the effective organisation means all children, including those with additional needs, receive excellent support.
- Exemplary reflective evaluation brings about continuous improvements for children. This has a very positive impact on staff practice, the quality of interaction and the activities provided to support children's learning.
- A well-established key-person system helps children to form secure attachments. This promotes children's emotional well-being very effectively and provides a strong base for their learning. Staff meet children's physical needs highly effectively and work closely with parents to help children develop their personal care needs.
- Staff provide an exceptional educational programme of exciting and challenging activities that encourage children's natural curiosity to learn. The highly stimulating and extremely well-organised environment enables children to be independent.
- Staff give children's language development very high priority. Confident, skilled staff extend children's listening skills and vocabulary very effectively. As a result, all children are developing excellent communication and language skills.
- Highly effective partnerships with parents, external agencies and other early years providers ensure children's individual needs are met successfully. They are extremely well prepared for the next stages in their learning and for when they go to school.

What the setting needs to do to improve further

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

- help staff strengthen their skills in using the setting's electronic system to provide consistency in the way information is recorded and shared about their key children.

Inspection activities

- The inspector observed staff interacting with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook two joint observations with the manager.
- The inspector sampled a range of documentation, including children's records, staff and committee suitability, records of complaints and safeguarding procedures.
- The inspector had discussions with staff and the chair of the committee, and with children and parents to gain their views of the pre-school.
- The inspector discussed the pre-school's self-evaluation and how the action plan is used to bring about continuous improvement, how they work with other early years providers and parents, and deal with complaints.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff provide an excellent balance of adult-led activities and use daily routines particularly well to teach children highly effectively. They plan small-group times successfully meeting each child's individual learning needs. Children are eager to take part, showing they are interested as they listen intently and remain focused for long periods. Some children learnt about the number of syllables in their names, tapping them out with sticks. Others sang songs, carrying out actions to go with them. Staff taught them about the differences in speed as they encouraged children to move fast and slow, which increased children's understanding and vocabularies and developed their physical skills. Children are extremely confident and motivated to initiate their own play, which staff respond to exceptionally well. Children decided that they wanted to make modelling dough and staff quickly provided the ingredients, which children measured and mixed. This increased their mathematical skills while discovering how things change when combined. Children worked together harmoniously, taking turns and dividing the finished dough between them. Staff regularly analyse their observations of children to help them quickly identify any particular needs and plan tailored support. Parents are fully included in this as staff suggest how they can extend their child's learning and provide home bags with books, games and props to take home.

The contribution of the early years provision to the well-being of children is outstanding

Staff have a particular in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. Children develop high levels of independence at snack time as they help to prepare the fruit and pour their drinks. Staff teach children about healthy foods and good hygiene routines very successfully. They work with parents to provide healthy lunch boxes to promote this further. Children learn to keep safe as they follow rigorous safety routines.

The effectiveness of the leadership and management of the early years provision is outstanding

Management follows robust systems and procedures when employing staff and to ensure their ongoing suitability. The strong focus on staff professional development continuously improves their teaching skills. For example, staff are trained in delivering the highly effective small language group sessions. Regular and detailed reviews bring about improvements for specific groups of children such as the two-year-olds. For example, staff now place activities such as the sand tray and drawing materials on the floor, making it easier and more inviting for younger children to explore. Management recognises the need to strengthen staff's skills in using the recently introduced electronic record-keeping system.

Setting details

Unique reference number	EY226040
Local authority	Hampshire
Inspection number	837070
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	56
Name of provider	Pavilion Pirates Preschool Committee
Date of previous inspection	5 October 2009
Telephone number	01489 788586

Pavilion Pirates Pre-School registered in 2001. It operates from a room in Baden Powell Lodge, in the SO30 area of Southampton. The pre-school opens weekdays during school term times. Sessions run from 9am until 3pm Monday to Thursday and from 9am to 12 noon on Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff employed to work with the children, including the manager who holds Early Years Professional Status. Two members of staff hold qualifications at level 5, and seven of the remaining staff hold recognised early years qualifications. The pre-school also employs an administrator.

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