

Pavilion Pre-School

Aughton St. Michaels C of E School, Delph Park Avenue, Aughton, ORMSKIRK,
Lancashire, L39 5DG



Inspection date

Previous inspection date

9 December 2015

24 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The well-qualified and highly experienced staff team demonstrates an exceptional knowledge and understanding of how children learn and develop. There is an extensive range of highly stimulating and challenging activities to promote children's learning at every opportunity.
- Children are extremely confident and highly motivated to learn. They make individual choices in their play and continually extend their own learning. Their behaviour is exemplary as they work collaboratively together, sharing their thoughts and ideas.
- The manager has developed a comprehensive system for meticulously monitoring and tracking children's progress. This results in the planning for each child being extremely effective. All children, including disabled children and those who have special educational needs, develop exceptionally well from their individual starting points.
- Children's physical and emotional well-being are promoted exceptionally well. Staff provide plentiful opportunities for children to enjoy fresh air and exercise, which contributes towards a healthy lifestyle. Children thrive and staff constantly recognise and praise their efforts and achievements.
- Staff foster excellent partnerships with parents. They keep parents well informed about their child's progress and development to ensure that they are fully involved in their learning. Very strong relationships exist with other providers and professionals, and valuable information is regularly shared to ensure consistency in children's learning.
- The manager and staff team work exceptionally well together and are highly committed to providing outstanding practice.

What the setting needs to do to improve further

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

- continue to make the most of professional development opportunities to ensure that practice continually improves and the outstanding quality of the pre-school is maintained.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's development plans and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent understanding of their role in protecting children in their care and children's welfare is at the heart of all they do. The manager is knowledgeable, highly skilled and dedicated to her role. She successfully monitors staff performance and staff constantly reflect on their practice to swiftly identify where improvements can be made. The manager is passionate about providing an outstanding service and recognises the importance of attending further courses to strengthen practice even more. incisive evaluation informs continuous improvements and the views of children and parents are frequently sought. Parents speak highly of the pre-school and the care and learning that their children receive.

Quality of teaching, learning and assessment is outstanding

Consistently high-quality teaching, led by children's interests, helps to ensure that all children are engaged in purposeful play. Staff have an outstanding knowledge of the children. They are systematic and meticulous in using observations to assess children's development and identify challenging next steps in children's learning. Staff develop children's communication skills exceptionally well. For example, they engage children in constant discussion, describing, repeating and asking questions as they decorate individual Christmas cakes, talking about the ingredients and the tools they are using. Children who speak English as an additional language are supported tremendously well, as staff learn words and phrases in their native language. Children are confident and highly effective in communicating their feelings and needs. Visual aids are utilised to support children's understanding and all staff are consistent in their approach. Older children are introduced to early reading and writing as they discover letters within the environment, sounding words out and copying letter formations in their artwork. Staff share ideas and resources to encourage parents to continue and support children's learning at home.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and positively promote good manners, sharing and being kind at all times. Children learn to celebrate and respect each other's differences, for example, they enjoy engaging in activities that explore different festivals, cultures and faiths. Children follow excellent hygiene procedures and are encouraged to eat healthy snacks. Their independence and self-care skills are wonderfully nurtured as they chop their own fruit and pour their own drinks, concentrating and persevering with this difficult task. Children thrive on the responsibility given to them and staff praise them for their achievements and contributions. Children learn to keep themselves safe. They know they need to be careful when coming down the slide and support each other to remember rules and expectations.

Outcomes for children are outstanding

Children of all ages and abilities gain the confidence and skills they need for the next stage in their learning, including their move to school. Children make consistently high rates of progress in relation to their starting points. They are developing excellent skills for future learning and thoroughly enjoy their time at this high-quality pre-school.

Setting details

Unique reference number	EY428675
Local authority	Lancashire
Inspection number	850174
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of provider	Pavilion Pre School
Date of previous inspection	24 April 2012
Telephone number	01695 423295

Pavilion Pre-School was registered in 2011. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs, and children who speak English as an additional language.

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