

Inspection of The Pavilion Pre-School

Willett Recreation Ground, Crossway, Petts Wood, ORPINGTON, Kent BR5 1PE

Inspection date: 12 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eagerly in the morning, with big smiles to adults who greet them at the door and welcome them into a calm, nurturing environment. They show that they are happy and secure in the setting by placing bottles and lunch boxes in the correct box and saying goodbye to their carers. They quickly settle into the rooms for the day. They follow familiar routines, such as register time. They then explore freely while adults sit engaging with them and talk to them about what they would like to do. Staff form positive relationships with children, and offer them encouragement and praise while responding to their needs.

The setting has two rooms catering for different age groups, which are presented in a way that helps children build the skills they need for future learning. Each room has its own outdoor space for children to explore for more sensory and messy activities. They enjoy being outside where they develop their physical skills as they use pots to pour water, and develop their coordination skills as they run and chase. Children behave well and have a positive attitude to learning. For example, children are kind towards one another, taking turns during activities and with staff support to sort minor disagreements.

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

- The provider and leaders are passionate about outcomes for all children. They have clear intentions for children's development and the learning which they implement through a clear and well-designed curriculum. They are committed to practitioners' continuous professional development. They provide training opportunities based on practitioners' individual needs and the needs of children. Leaders observe staff at work to assess the impact of this. This maintains the good quality of teaching for children.
- The provision for children with special educational needs and/or disabilities (SEND) is a strength. The special educational needs coordinator (SENCo) has good knowledge of how to support children's individual needs. She works closely with practitioners and other professionals to swiftly close any gaps in children's development. Parents are supported in a sensitive manner. They are involved in creating individual support plans for their children. Parents are kept up to date about their children's ongoing development. Additional funding is used to enhance children's experiences at the pre-school.
- Children's communication and language development is a large part of the well-designed curriculum. Staff engage children in meaningful conversations, and build their vocabulary by narrating their play. Staff introduce new words during activities, such as 'knead' as they make play dough. Staff use varying techniques to question children as they encourage them to share their ideas and opinions. Children enjoy regular story sessions, actively use props and join familiar

phrases when using story sacks.

- Children are curious and interested as they enjoy exploring their environment, making choices in their play as well as adult-led and group activities, such as story times. However, at times, some staff do not always tune into children's natural curiosity and make the most of learning opportunities as they arise.
- Staff introduce mathematical language into children's play and learning. Children recognise numbers as they use keys to unlock doors on the house, and count how many pieces of pasta they have. Staff ask them which piece is longer and shorter. As a result, children become confident to use mathematical language in their play.
- Partnership with parents is strong. Parents speak highly of the pre-school and comment that the staff team are nurturing, compassionate and their children thrive in a safe environment. Good communication ensures that parents know what their children can do and what they will be learning next and how to support their learning at home. Other settings children attend also complement the pre-school for their good communication and sharing information, which ensures continuity of care and learning for the children.
- The provider and leaders create a working environment that makes staff feel valued. Leaders and staff team engage parents and children in their ideas as they evaluate on improvements for the nursery. This promotes the best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate good knowledge of the signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child or colleague. Staff know who the designated safeguarding lead is and to report any concerns without delay. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Robust recruitment and vetting arrangements are in place to help ensure that staff working with children are suitable.

What does the setting need to do to improve?

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

- help staff to recognise when to adapt learning opportunities to enable all children taking part to make as much progress as possible.

Setting details

Unique reference number	159394
Local authority	Bromley
Inspection number	10301261
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	74
Number of children on roll	66
Name of registered person	Pavilion Petts Wood Ltd
Registered person unique reference number	RP908164
Telephone number	01689870104
Date of previous inspection	31 January 2018

Information about this early years setting

The Pavilion Pre-School registered in 1996 and is located in Petts Wood, in the London Borough of Bromley. The pre-school operates during school term times only. It is open each weekday, from 9am to 12.15pm, with a lunch club and afternoon session from 1pm to 4.15pm. The nursery receives funding to provide free early education to children aged two, three and four years. The pre-school employs 15 members of staff, 11 of whom hold appropriate early years qualifications at level 2 or above, with four staff unqualified. The pre-school offers extra activities, such as yoga.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is 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 setting.
- The leaders and inspector completed a learning walk together of all areas of the pre-school, and discussed the early years curriculum.
- The inspector carried out a joint observation with one of the leaders of a language activity.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff, parents and carers at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The administration manager provided the inspector with a sample of key documentation on request.

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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