

Inspection of Lavendon Pavilion Pre-School

Lavendon Pavilion, 63a High Street, Lavendon, OLNEY, Buckinghamshire MK46 4HA

Inspection date: 12 March 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and families to the setting. Children are excited to attend and confidently enter and find their friends. They eagerly engage in a range of interesting and exciting activities. Children focus and engage in play with their friends. They are imaginative and creative in their play as they create and develop their own games.

Staff know the children well, prioritise their well-being and provide opportunities that help to develop their confidence and self-esteem. Children thoroughly enjoy music when they express themselves dancing to favourites songs. They particularly enjoy exploring musical instruments, where staff teach them how to listen to and copy rhythms. Children show positive attitudes towards their learning and behaviour. They are supported by staff, who set clear expectations, model play and explore with the children. Children are polite and courteous when asking to play with resources. Staff are quick to meet their requests and model good manners.

Staff praise and celebrate children's achievements. Their artwork is displayed within the setting, helping children to feel proud of themselves. Additionally, staff include children in reviewing their progress. Children play an active role in developing their learning and interests to support their next steps. This supports children's emotional development and builds their self-esteem.

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

- Leaders have made significant improvements since the last inspection. They have reviewed practice, policies and procedures to ensure that staff know and understand their roles and responsibilities in caring for and safeguarding children.
- Staff plan a range of activities based on children's interests and current learning goals. They arrange the provision so that children can access the exciting activities and resources that support their learning and development. Children engage for good periods of time in their chosen play, with staff close by offering praise and encouragement to promote children's personal development. They gain a sense of pride and success as staff praise them in their play and learning.
- Children develop strong physical skills as they explore the outdoor environment. They have access to large apparatus that supports their balance and coordination as they explore climbing and balancing. Staff model how to use the equipment and support children to gain confidence in their skills. However, staff are not consistent in continuously engaging children in meaningful learning when outside. This impacts children's focus and engagement while playing outside.
- Staff provide a wide range of opportunities for children to practise their communication and language skills. Children engage in many activities that build

their skills through reading, singing and conversation. Staff adapt their teaching to suit children's ages and stages of development. For example, they provide clear, simple words for younger children and develop more complex sentences for the most able children.

- Staff know the children well. They are supported in their knowledge and skills through training and coaching, developing their practice in supporting children who have special educational needs and/or disabilities. Staff quickly identify and support children's progress by using observation and assessment effectively. They identify specific needs and plan a targeted approach that supports children to make the progress they are capable of. They work closely with other professionals and parents to ensure children are provided with the best care and support available. This helps children to make good progress.
- Staff develop positive relationships with parents. They have an open and effective two-way communication method that encourages their involvement in their children's learning and development. For example, staff provide parents with daily feedback about what children are learning. This helps parents to engage with their children's learning and support their progress at home.
- Leaders reflect on staff practice and identify strengths in their teaching. They discuss areas for improvement with staff and put in place training and support to develop their practice, knowledge and skills. Leaders complete regular supervision meetings with staff to monitor their progress and discuss their professional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's interactions to help them support meaningful learning outside.

Setting details

Unique reference number	EY463628
Local authority	Milton Keynes
Inspection number	10372820
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	Lavendon Pavilion Pre-School Committee
Registered person unique reference number	RP532668
Telephone number	07902 818491
Date of previous inspection	22 October 2024

Information about this early years setting

Lavendon Pavilion Pre-school registered in 2013 and operates from the pavilion in Lavendon village. The pre-school employs three members of childcare staff. All of them hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from midday until 3pm. The pre-school offers government funded places for children aged two, three, and four years, and for children in receipt of funding for disadvantage.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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