



# Pavilion Preschool

COMMUNITY NOT-FOR-PROFIT PRESCHOOL  
CHARITY REGISTRATION 1182861 | OFSTED 2593415

## The Big Picture

The children are at the heart of Pavilion. We believe that children learn and develop best through play. Therefore we aim to provide a safe stimulating environment, where children are encouraged to reach their full potential.

An inclusive environment is at the heart of our practice where every child is welcome and their needs met.

## Our Philosophy

Care and Nurture

Respect and Teamwork

Freedom and Honesty

Joy and Enthusiasm

Growth and Independence

Playfulness and Creativity

Adventure and Imagination

Learning Together

## Our Curriculum

We encourage children's development in a holistic way. Our learning environment promotes the principals set out in EYFS Framework and Development Matters. The Characteristics of effective teaching & learning, Playing & Exploring, Active Learning, Creating & Thinking Critically.

## Areas of Learning

At Pavilion we understand that children need to develop securely within the **prime areas** to become competent learners.

The areas of **Communication and Language**, **Personal and Social Development** and **Physical Development** are the main focus of our curriculum. These areas are promoted and encouraged throughout the setting. Children are given opportunities to develop in these areas through the offer of play, the enabled environment and meaningful interactions with staff. The curriculum offer also aims to promote children's knowledge and development in the following areas of learning. **Literacy, Maths, Knowledge and Understanding of the World, Expressive Arts and Design.**

Communication &  
Language

Personal & Social  
Development

Physical Development

Literacy

Maths

Knowledge  
Understanding World

Expressive Arts  
& Design

# SEND

At Pavilion we welcome all children, we actively encourage an inclusive environment. We meet children where they are at, using their strengths and motivations to further learning and provide individual support for their area of need. We follow the graduated approach encouraging all children to develop to reach their full potential.

Our staff and SENDCO work together with parents and outside agencies to assess plan and deliver a curriculum reflecting the child's individual needs.

# EAL

We recognise that English may not be the language spoken within a child's home. At Pavilion we celebrate this, we work with parents to include the home language in our to day to day practise. We will nurture the development of language for these children, using their home language and understanding that it may take time for them to become confident in English.

## Safeguarding

Keeping children safe is always our main priority at Pavilion and is at the heart of our practice at Pavilion. We regularly access training and staff update and reflect on their practice. We have robust risk assessments in place. Safeguarding officers are always present at Pavilion, we operate as a safeguarding team, with our Manager as Designated lead officer plus nominated safeguarding trustee.

## Planning & Assessment

Our planning ensures that the individual needs of the child are promoted and developed. Planning at Pavilion encompasses

**In The Moment** planning recorded on a white board reflecting the spontaneous experiences and learning that occurs in the setting. We recognise that children may have to spend extended periods of time at home, key workers will contact the family to offer support and fun ideas to try at home

### INDIVIDUAL PLANNING

Keyworkers observe their children and from these observations assess and plan activities and interventions based on a child's individual needs.

### WEEKLY PLAN

This is written by members of the management team, that reflects children's special interests, festivals, themes and seasons. The plan is often loose and maybe change to reflect the children's interest in the moment.

### FOCUSED ACTIVITY

This is planed to provide balanced coverage of knowledge and skills in the 7 areas of learning over an academic year. Staff will work in small groups to assess a child's ability and plan next steps for children.

### TRACKING

Children are tracked 3 times a year by their key worker and reviewed by the senior management team. Baseline (first assessment), early spring term and end of summer term.

# Play Plans

Plays are a vital tool in working partnership with parents/carers to provide input and support for individual learning for a child on the SEND register. Written by a child's key worker in conjunction with the SENDCO, they form part of the graduated response to meeting SEND. Staff will use targets and advice given by outside agencies within the plans. Staff will implement plans by spending dedicated time with the individual child.

# Parent Partnership

At Pavilion we work closely with parents. Parents are asked to fill in termly update sheets. Key workers will discuss next steps at parent meetings. If parents wish to discuss their child's development they can arrange a meeting with the key worker or senior management team. We use secure social media app 'Family' as communication tool to share news from pavilion to home and vice versa.

# Behaviour

Positive behaviour is modelled and encouraged at Pavilion. Staff reduce the use of negative language and take time to explain why certain types of behaviour may not be acceptable.

Children are challenged to make good choices and encouraged to think about how their actions affect others. We recognise that at times a child's behaviour may become challenging. We will work together as a staff team together with parents to develop a plan to encourage positive behaviour. When needed we will request help from outside agency and introduce actions based on their advice.

We use a code of conduct within Pavilion

Kind words

Kind hands

Listen to each other

Help each other

Share with each other



## **KEEPING HEALTHY**

At Pavilion we recognise the importance of a healthy lifestyle. We promote this through the following; Physical play, with daily access to outdoor space, Physical development which is planned as part of our curriculum.

## **MENTAL HEALTH**

Children are encouraged to talk and explore their feelings throughout the setting. Staff plan and include for emotional regulation through play modelling, discussion and story. Small enclosed spaces are available for children.

## **FOOD**

Some staff have food hygiene training, We provide healthy snacks, which are monitored by staff. Whole milk & water are available for children to drink. Allergies & dietary requirements are taken into account. Healthy lunch boxes are encouraged

# *The Seven Areas of Learning*

Adult interactions, planned activities and enabled environments promote the areas of learning throughout Pavilion. At Pavilion we are committed to providing an environment that promotes inquisitive curious and confident learners. Our aim is allow each child to develop at their own pace to reach their full potential. Our staff are committed to making the each child's learning experience a positive and fun one.

## **COMMUNICATION AND LANGUAGE**

Communication and Language is a vital part of Pavilions offer. We encourage the development of children's through daily story time and language by-

- The use of open ended questions
- Listening to children
- Modelling language
- Using narrative in play
- Providing objects and play that encourage language development, e.g different size spoons.
- Working with SALT targets with individual children
- Providing a range of books for individual children.
- Extending children's vocabulary.
- Signs are present within the setting
- Children have access to books and writing materials throughout the setting.
- We aim to provide a learning environment where children develop rich language skills and become effective communicators.

## **PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT.**

PSED underpins every area. Children are encouraged to take turns and work together during their play. Staff will promote this through their interactions and activities such as board games, role play, activities in involving sustained shared thinking to name but a few.

Children are encouraged to talk about themselves and their experiences. Children are encouraged to try new things, Children are praised and positive language is used throughout the setting.

Children are encouraged to become independent in their self care and self help skills. We will work together with parents to encourage this. We promote healthy eating and promote the care of teeth, through discussion and offering balanced healthy snacks.

## **PHYSICAL DEVELOPMENT**

Both fine and gross motor skills are promoted throughout Pavilion Children's fine motor skills are promoted through:

- Mark making opportunities throughout settings
- Opportunities to pour, fill, mix, stir etc
- Tweezers and tongs
- Chalks
- Opportunities to use tools in foam and other materials
- Paint and creative tools available inside and outdoors
- Threading, Jigsaws, books
- Scissors are available in certain areas and scissors skills are included in our planning
- Digging activities are easily accessible
- Dough and malleable materials are set out each day.
- Children are encouraged to be independent at snack time.
- Gross Motor skills are promoted through;
- Daily access to outdoor provision which includes ball skills, bikes ,climbing etc
- Activities that develop the skills of running etc are sometimes planned for i.e obstacle course.
- Staff will assess children's gross motor skills
- Self help skills are promoted with staff encouraging children to become independent.
- Construction Materials are available inside and outdoors

# *The Seven Areas of Learning*

## **LITERACY**

At Pavilion our aim is for children to develop a life long love of books. Fiction and Non Fiction books are available through out the setting. Children have a daily story time. Rhymes and songs are often used by staff during carpet times. Stories are often used within the settings planning. Staff use a range of vocabulary and aim to extend and enrich language through children's play. Mark making opportunities are available throughout the setting. Planned activities around sounds and names. Pre phonic activities are planned for implemented within the setting.

## **EXPRESSIVE ARTS & DESIGN**

At Pavilion we encourage and nurture children's creativity throughout our learning environment. Children have daily access to a range of materials that encourage and develop their creative skills. Staff will plan activities and create opportunities to express themselves through a range of medium. Staff will often support children's creative ideas by finding materials to enable them to follow through on their ideas. We encourage this by free access to:

- paint and craft materials
- musical instruments
- role play materials
- listening to a range of music and singing songs
- range of small world play
- range of construction materials
- natural materials
- using creative language
- encouraging transient art & design

## **MATHEMATICS**

Children at Pavilion have many opportunities to develop their numeracy skills. Through planned and spontaneous activities children are encouraged to count a variety of objects. Numbers are displayed at pavilion and staff will encourage to recognise numbers through play. Children will be encouraged to make marks that represent numbers.

## **KNOWLEDGE & UNDERSTANDING THE WORLD**

Children are encouraged to explore the world around them. Through planned and spontaneous activities. The learning environment encourages children to explore and ask questions about the world around them. We celebrate a range of festivals which reflect the traditions of both staff and children. We encourage children to share and find out about their own families and the families of others within the setting. We promote equal opportunities, this is reflect through books, pictures and play materials. Implementations examples: We celebrate festivals for example, Christmas Eid Hanukkah and Chinese New Years. We have our own growing area and a bug hotel, we often go on bug hunts! We have been on visits to a local park and church. Children has access to a range of natural materials Role play and small world play materials are available both inside and outside.

# Cultural Capital

We recognise that some of our children do not have access to a garden and we prioritise outdoor physical play. We also maximise the use of our allotment area where we grow fruit and vegetables, explore the natural world and the life cycle of food, insects and birds. Many of our children have full time working parents and our experienced staff team deliver a nurturing approach, reading stories, baking cakes, making play doh.

We also aim to deliver play experiences that children may not access at home such as messy play, painting and sensory play. As our city is founded on a multicultural platform, we embrace all cultures and celebrate diversity through our regular planning. Pavilion offers families extended services through our breakfast and after school clubs.

# Charitable Status

Pavilion Preschool is a not-for-profit registered charity with a Charitable Incorporated structure (CIO). We are governed by a voluntary committee of Trustees who oversee and care for the preschool for future generations to enjoy. Our Trustees are usually parents of our attending children or community members who are passionate about the preschool and the work that we deliver.

We also welcome members from the wider family or local community with valuable skills or experience in managing charities. Our governing document is a model constitution from the Pre-School Learning Alliance with whom we are members. Trustees are elected at our Annual General Meeting to which all members are welcomed. All Trustees are required to hold a clear volunteers DBS certificate and be registered with OFSTED.

The committee meet up to twice a term and oversee the work of the management team as well as organise fundraising events. Being part of the committee team is a great way to be involved a child's early years' experience as well as giving something back to the community.

Pavilion Preschool Aigburth

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