



## **Pavilion Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	120152
<b>Inspection date</b>	15 March 2006
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<b>Registered person</b>	St. Pauls Trading
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Pavilions Day Nursery is managed by a voluntary management committee, made up of governors of St Paul's Catholic College. It opened in 2001 and operates from purpose built premises within the college grounds in Sudbury on Thames, Surrey. The committee also run an after school club from within the grounds. A maximum of 60 children may attend the nursery at any one time. It is open each weekday from 08:00 to 17:45 for 51 weeks of the year. All children have access to a

secure enclosed outdoor play area.

There are currently 100 children aged from 4 months to under 5 years on roll. Of these, 12 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs.

The nursery employs 21 staff, of whom 17, including the manager, hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. Babies crawl on carpeting that is dirt-free, which helps to prevent infection. The risk of cross-infection between children is further reduced because staff follow robust procedures when changing nappies. In addition, when serving meals, all staff wear protective clothing, such as clean tabards and hats. This conforms to environmental health requirements.

Children are developing good personal hygiene routines as they wash their hands before meals and after using the toilet. They will explain that "germs can make you sick". The toilet area is supplied with liquid soap and disposable towels to help reinforce children's understanding of how to keep healthy. The well-being of children is further safeguarded, as all staff hold up-to-date first aid certificates.

Children benefit from outdoor exercise as they regularly play in the large garden. The wide range of garden equipment allows children to practise their climbing and balancing skills. Children also have the opportunity to enjoy nature walks within the extensive grounds of the college.

Children enjoy a variety of nutritious cooked meals and snacks that take account of their individual dietary needs, such as vegetable lasagne, liver and onions and tuna pasta bake. Staff promote healthy eating, and consequently children learn that eating well is linked to staying well. Children sit together around tables at meals times and talk to each other and staff. This creates a relaxed and social atmosphere in which social skills and good manners are promoted. As older children help to lay the tables and serve themselves, their independence is also being encouraged.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are able to sleep and eat in comfort and safety as the nursery has a wide range of suitable furniture and equipment, such as full-size cots, feeding chairs and child-size tables and chairs. All the furniture and play equipment is clean and in good

condition, to ensure children are not harmed. The children's rooms are bright and attractively decorated with their artwork and displays. Older children are encouraged to develop their independence skills as they choose what they wish to do from the range of activities set out each day, or select other items from the storage drawers and open fronted shelves.

Children move around freely in a spacious environment that is free from obvious safety hazards. The safety of children is important to staff. Any potential dangers are identified, and rectified as quickly as possible. High priority is given to making sure children will be safe in an emergency as the evacuation plan is practised regularly. Security of the premises is good which also helps to protect children from possible harm. For example, all callers have to ring the doorbell to gain entry, and staff monitor who is arriving and leaving to ensure a child cannot leave unnoticed.

Children's welfare is also safeguarded by the staff's sound knowledge of child protection matters. They know the indicators of abuse and the importance of reporting concerns. However, the child protection procedure lacks some detail, including the steps to be taken should an allegation of abuse be made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children spend their time purposefully. They engage in a wide variety of activities that help them to develop in all areas of learning. Staff interact warmly with the children, they laugh and have fun with them as well as giving care and kindness. Consequently, children become confident to express their individual needs and wishes.

Young babies are nurtured in a warm and comfortable environment in which they are relaxed and content. Good eye contact is given to babies by staff and plenty of cuddles so that the child understands that they are valued by, and important to, their carers. A framework to support children's learning in their earliest years, such as Birth to Three Matters, has not been fully introduced into the nursery.

### **Nursery Education**

The quality of the teaching and learning is good. Staff have a good understanding of the foundation stage, and how children learn. Detailed planning ensures that they benefit from a stimulating range of play opportunities. Children's individual progress is observed and assessed. The information gained is used to plan the next stage of their development. Consequently, an environment is created in which children are curious and want to learn. They persist for extended periods at activities of their choosing and listen attentively to instructions from staff.

Children's vocabulary is well developed and extended as all staff are skilled in asking questions to make them think and respond appropriately. They also link sounds with letters to extend children's understanding of how words are formed. For example, "J is for jam, and what wobbles like jam?" Routine story sessions are popular with the

children, they show pleasure when listening to familiar stories and anticipating what happens next. Some opportunities are available for children to practise pre-writing skills using workbooks.

Although many children can count to 20 and beyond, there are few opportunities for them to use mathematical skills for problem solving through simple addition and subtraction. A range of opportunities is available however, for children to develop their creativity, whether it is in making umbrellas from connecting straws, or playing in the home corner.

Children enjoy building up their physical skills in the well-equipped outdoor play area. They show good spatial awareness as they run around avoiding obstacles, and stopping and starting safely. Suitable climbing apparatus is also available to challenge the older and more able children. Children also benefit from the regular musical movement sessions. They join in action songs with enthusiasm.

Children are able to explore the world around them as they enjoy nature walks in the college grounds and talk about the months of the year and the weather conditions. However, the use of information and communication technology is not sufficiently promoted for children to develop their skills in this area. Although a computer is available, staff do not encourage children to use it routinely.

### **Helping children make a positive contribution**

The provision is good.

Children's behaviour is good because they are engaged in meaningful play. Age-appropriate and positive strategies are used to manage any difficulties that may arise. Staff are consistent in their application of the rules for the nursery, and consequently children learn the boundaries of acceptable behaviour in ways they understand. Consideration for others and the reinforcement of good manners helps to create a harmonious atmosphere.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance self-esteem and confidence. Younger children benefit from the warm, affectionate care given to them, which enables them to develop a sense of belonging and trust. Children are learning to be kind and respectful towards each other because staff are appropriate role models and set good examples.

Children are developing an understanding of how others live in the wider community, as they acknowledge a variety of cultural and religious festivals, such as Holi and Easter. Children with special needs are fully included in the daily activities of the nursery. Staff seek support from other sources to ensure the child's best interests are maintained. This positive approach fosters children's spiritual, moral, social and cultural development.

Children profit from good working partnerships with parents. The friendly interaction between staff and parents contributes to children's well-being. Parents receive daily verbal and written feedback about their child and can discuss their progress with staff

at any time. The foundation stage planning is available for parents of children who receive educational funding to consult, and progress reports are prepared regularly.

## **Organisation**

The organisation is good.

Children benefit from a staff team that works well together to deliver a stimulating and fun experience for them. Their welfare is safeguarded as staff implement policies and procedures effectively. In addition, all required documentation is maintained. Consequently, positive outcomes for children are achieved.

The leadership and management of the setting are good. The manager is committed to the promotion of high quality childcare and has responded appropriately to weaknesses raised at the previous inspection. Staff are encouraged to increase their skills through further training. Good support is given to staff, both informally on a daily basis and formally through staff appraisals and meetings. They have a clear understanding of their role and responsibilities and focus on the needs of the children. Staff deployment around the nursery is good. They ensure that all children are happily engaged in purposeful activities. The manager and staff value the input from advisory teachers to support their delivery of the foundation stage. As a result, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection, the narrow gap around the edge of the building has been made safe to prevent children having accidents.

Children's key-workers now observe the children and assess their progress to enable them to plan the next step in their learning. Progress records are available for parents to see to keep them informed. Also, since the last inspection, all policies and procedures are available for parents to consult at any time.

Since the last inspection, individual child routine forms have been introduced, and are completed with the parents. They list all relevant information about each child, including their religion and language spoken at home. Detailed records of all accidents occurring at the nursery, and any injuries a child may arrive with are also recorded to ensure their well-being.

A further recommendation of the last inspection was that staff should gain knowledge and understanding of the code of conduct in relation to children with special needs. Some staff members have attended Special Educational Needs Co-ordinator (SENCO) training to help ensure that the needs of all children are met.

At the last inspection, it was identified that the nursery needed to extend its resources and displays to reflect diversity, especially in relation to disability. A satisfactory range of resources are now available that reflect diversity within society and help children make sense of the world.

## **Complaints since the last inspection**

Since April 2004 there have been two complaints, both relating to National Standard 1; Suitable Person, concerning unsuitable conduct by a member of staff, and two trainees working while under the influence of a recreational drug. Following an investigation, the member of staff was dismissed. As a result of the second complaint, the provider reviewed the policies and procedures in relation to alcohol, drug and substance misuse. The provider remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to promote an understanding of the needs of children under three, for example by using the Birth to Three Matters framework
- review the child protection policy to include the procedure to follow should an allegation be made against a member of staff, and the procedure for staff to follow if they have concerns about a child.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have routine access to, and promote the use of, information and communication technology
- provide opportunities for children to practise mathematical skills, such as simple addition and subtraction

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