

Thorpe Pavilion Nursery

Inspection report for early years provision

Unique Reference Number	EY271072
Inspection date	10 September 2007
Inspector	Christine Eglinton
Setting Address	Fitmaurice Pavilion, Pound Lane, Thorpe St. Andrew, Norwich, Norfolk, NR7 0UR
Telephone number	01603 701680
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Registered person	Thorpe Pavilion Nursery
Type of inspection	Integrated
Type of care	Sessional 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Thorpe Pavilion Nursery opened in 1982. It operates from the Fitzmaurice Sports Pavilion in Thorpe St Andrew which is located on the outskirts of Norwich. It serves the majority of families and children from the local area. All children have access to a secure enclosed outdoor play area

There are currently 30 children from two to five years on roll. Of these, 22 children receive funding for early education.

The nursery opens each day of the week during term times. Sessions on Mondays, Wednesdays, Thursdays and Fridays are from 09:15 to 11:45 and 12:15 to 14:45. On Tuesdays they are open from 09:10 to 10:40 and 10:50 to 12:20.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

From an early age children learn the importance of good hygiene because this is incorporated within daily routines. For example, children automatically wash their hands after visiting the toilet and before they eat their snacks and know this helps prevent the spread of infectious ailments. All staff hold a current first aid certificate which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication which ensures children receive the correct dosage. Children who are infectious do not attend, thus preventing the spread of infectious ailments.

Staff gather all relevant information, regarding diet and medical history, to ensure children's individual needs are being met. Children bring along their own snack boxes, which are appropriately labelled, and they are able to freely help themselves to fresh drinking water during the session. This enables children to become independent and helps them learn to recognise when they are becoming thirsty. Children learn the benefits of a healthy diet through practical activities such as growing runner beans and tomatoes. Appropriate books are used to generate general discussion about foods that are good for them.

Children move confidently and in a variety of ways. They are competent when using the sit-on toys in the garden and have access to a very wide selection of large equipment, including balancing equipment. Children's hand and eye co-ordination is good. They are skilful when using a variety of equipment when playing with the dough such as cutters, rollers and equipment which requires them to squeeze the dough through a tube.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff organise the indoor space effectively, allowing children to move around the premises safely and freely. Children have access to a wide range of play equipment and resources, which are appropriate to their age and stage of development. Children are able to make suggestions to staff about what they want to play with, which is added to a list, and then incorporated into the following session. However, organisation of equipment and resources at the beginning of autumn term does not enable children to freely self-select their own toys and equipment. This does not encourage children to take the initiative in their play and learning.

Risk assessments carried out by staff within the premises minimise hazards and ensure the safety of children. This means children can play, learn and explore without danger. Children learn to take responsibility for keeping themselves safe because they regularly practise the fire evacuation procedures.

Staff have appropriate understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. However, they do not always fully record incidents relating to possible child protection issues to demonstrate that procedures are being correctly followed to support children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and they generally arrive happy and confident. Sensitive individual settling-in routines help children quickly settle into the nursery environment. For example, most children attend another group at the same facility before they are old enough to attend the nursery. This enables children to become familiar with their environment and gives them the opportunity to get to know some of the staff team. Consequently, children are happy and confident and they are very secure within the setting. Children are very competent in taking care of their own personal needs. For example, they are encouraged to blow their own noses and are able to put on their painting aprons. This enables children to develop positive self-esteem.

Staff have formed positive relationships with the children and are very caring. They listen attentively to what children are saying and value their comments. Children are involved in a broad range of planned activities and there is a good balance of adult and child initiated activities. This helps children learn through active exploration and investigation. For instance, children have made a wormery and observed the changes in frogs spawn. They have examined different types of nests, collected branches of blossom and grown sunflowers. These first hand experiences allow children to build on their natural curiosity as learners.

Nursery education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress towards the early learning goals. They are encouraged by staff who are caring and have adequate knowledge of the Foundation Stage. Children are engaged and generally enthusiastic when they take part in the activities. Planned activities are helping children to become focused and persist at an activity for some time. However, staff do not always fully utilise spontaneous events when responding to children's comments. For example, through using open-ended questions that make children think.

Written plans are linked to the six areas of learning and make clear what children are expected to learn. However, evaluation of activities is not always recorded to demonstrate if learning has been successful. This does not help staff recognise where they have been successful in promoting learning and where aspects require improvements. Children's progress is observed and covers the key six areas of learning. However, information gathered from these assessments is not being used to inform planning for individual learning. For instance, by including appropriate activities or one to one work in the programme for the following week/topic to ensure children are moved on in their learning at a good pace.

Children are keen to communicate with staff and with each other. They confidently talk about their feelings and important people in their lives such as their brothers and sisters, and what they have eaten for their breakfast. This helps children develop a sense of belonging within the setting. Children are able to follow simple instructions such as tidying away the toys and play resources. They enjoy listening to stories in small groups and are becoming competent in linking sounds and letters such as recognising the sound of their name. Older children are confident in writing their names on their pictures and are encouraged to develop literacy skills for a real purpose. For example, they write menus when the role play area is transformed into a restaurant.

Children are confident in counting how many children are present. They are able to recognise shapes when playing with the play equipment and make corresponding patterns with their fingers during hand painting. Children are gaining an understanding of numerals when they recognise the numbers written on the blackboard to show how many children are present. Practical activities such as working out how many cups are needed, enable children to develop simple calculation skills.

Children discuss the weather to help them become aware of changes and are learning about living things when they grow beans and sunflowers. They enjoy building houses out of constructional equipment and discuss the types of houses they live in, which helps them recognise features within the local environment. Children have access to a range of programmable toys and electronic learning aids, and they are learning about people working in the community because they have visited the nursery. They have built up a wide repertoire of songs and are able to express their creativity and feelings through using a wide range of different materials and media.

Helping children make a positive contribution

The provision is good.

Staff actively encourage both boys and girls to take part in all the activities, which ensures children have equal opportunities to maximise their enjoyment and potential. Children's spiritual, moral, social and cultural development is fostered. Children are learning about themselves, each other and the wider world they live in, through planned activities and resources that reflect positive images of diversity. For instance, topics have included celebrating a variety of cultural festivals from countries such as Africa, Japan and China. Children and families who are learning to speak English as an additional language are well supported. Staff encourage inclusion by learning key phrases in children's home languages, which are shared with the other children attending the setting. This encourages children to value others who are similar or different and treat everyone with equal respect.

There are good systems in place to support children with learning difficulties and/or disabilities. This means that staff are able to adapt activities to ensure children can experience a range of stimulating activities appropriate to their level of ability. Children are encouraged to think about each other's feelings and are praised for showing kindness towards each other. They are learning to work collaboratively, when they tidy away the play resources during the session, and staff give clear examples of why they need to abide by certain rules. For instance, they explain the consequence of not keeping the play dough on the table. Consequently, children enjoy each other's company and they play well together.

Partnership with parents who receive nursery education is satisfactory. Parents provide appropriate and relevant information about their child's medical and dietary needs, and are asked to read the setting's policies and procedures when their child first starts to attend the group. Parents are given clear and detailed information about the setting via an information booklet and are able to view the groups policies and procedures. This enables parents to make an informed choice. Parents can request to view their child's progress records and can speak to staff informally about their child's achievements. However, there are no formal systems in place to ensure parents are kept informed of children's ongoing progress and development.

Parents are given sufficient information about the Foundation Stage to help them understand how funded children should be working towards the early learning goals. However, they are not being consistently encouraged throughout the year to be actively involved in their child's

learning at home. Consequently, this lack of sharing appropriate information between staff and parents does not help to enhance children's learning.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and experienced staff who have sound knowledge and understanding of child development. There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. Management are using effective recruitment procedures, which means that only suitable and qualified persons look after the children. Staff are very caring and responsive towards children's emotional needs, which enables children to feel secure and confident within the setting. The day is well-organised allowing children time for quiet and active play, which includes regular opportunities for outside play.

Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available. Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well-being are in place. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery is satisfactory. Staff are supported by management through regular, informal meetings. They plan the curriculum together and receive appropriate support from other outside agencies to improve their practice. However, systems to monitor the effectiveness of the curriculum are not fully developed to ensure continual improvement in the outcomes for children.

Improvements since the last inspection

At the last integrated inspection the setting was asked to improve security measures and monitor children's involvement of activities. The group have now ensured children are not able to have access to areas of the premises which are not registered by improving the security measures through blocking off areas. In addition, they have devised written procedures which record children's involvement within certain activities. For example, children's names are recorded when they access certain equipment such as the computer. This ensures children are being appropriately supervised to promote their safety and enables children to have equal access to all areas of the curriculum.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- ensure issues relating to possible child protection concerns are fully recorded to clearly show overall outcome
- provide consistent opportunities throughout the year for children to self-select their own selection of resources to encourage them to become independent learners

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 information from assessments is being used to inform future planning and show how identified next steps in children's learning are going to be achieved
- encourage staff to fully utilise every learning opportunity within spontaneous events, and ensure planned activities are evaluated to identify if learning objectives have been achieved
- improve systems for parents to be informed about their child's ongoing progress and develop further opportunities to enable them to become involved in their child's learning at home

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk