

Pavilion Pre School Nursery

Inspection report for early years provision

Unique Reference Number	257921
Inspection date	13 November 2007
Inspector	Lesley Gadd
Setting Address	The Pavilion, Thieves Lane,, Attleborough, Norfolk, NR17 2AP
Telephone number	07702 036843
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Registered person	Vera Julia Dale
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

The Pavillion Pre-school is one of two privately owned facilities run by the same management team. It opened in 1971 and operates from a pavillion park building, with an enclosed outdoor courtyard area, in Attleborough, Norfolk. The setting is registered to care for a maximum of 26

pre-school and 16 out-of-school children. The pre-school is open from 09.00 to 11.30 and 12.30 until 15.00, with a lunch time club running between 11.30 and 12.30, throughout the week during term times. The setting also operates a breakfast club running from 07.30 to 8.50, an after school club running from 15.15 to 18.00 and a holiday play scheme running from 07.30 until 18.00 during most school holidays.

There are currently 59 children aged from two to four years on roll at the pre-school. Of these, 52 children receive funding for early education. There are 39 children on roll who use the after school facilities and 67 children who use the play scheme. Children attend the setting for a variety of sessions throughout the week. The setting welcomes children who have learning difficulties and/or disabilities or English as an additional language.

The setting employs 14 members of staff and most of these hold appropriate early years qualifications. One owner from the management team is qualified to graduate level. The setting receives support from the local authority advisory service and has completed a local quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, welcoming and clean environment. Regular cleaning schedules are in place for the facilities and equipment and the staff use anti-bacterial spray when wiping tables before snacks are served. Hand washing facilities are available however children do not have access to regulated hot water which prevents them robustly maintaining their own personal health. Children discuss why they need to dispose of used tissues in the rubbish bin to prevent the spread of infection. If children become unwell the setting ensures parents know that children need to stay at home to avoid them passing on illnesses to other children. Children's welfare is assured in case of accidents. The setting holds a well-stocked first aid kit, staff are trained to administer first aid treatment in the case of minor accidents and the setting holds parental consent to seek advice in a medical emergency.

Children's growth is suitably promoted. They are encouraged to help themselves to drinking water throughout the day to keep themselves refreshed. Children enjoy sitting with a small group of friends eating fresh fruit and biscuits at snacks times and tuck readily into their packed meals at lunch times. Staff sit with the children sharing refreshments making it an enjoyable social occasion for all. During festival celebrations the children experience a diverse range of refreshments which stimulates their taste buds. They are keen to try new flavours when they sample African corn bread and potato cakes for Jewish 'Hanukah'. Staff promote the benefits of healthy eating and talk about food origins to extend children's understanding about these matters. They discuss why too much chocolate is bad for your teeth and where pumpkins are grown. Children's individual dietary requirements are discussed with parents before care is provided and details are kept to remind staff of their allergies to ensure children's needs are met.

All children enjoy a suitable variety of active play which promotes their physical health. The setting has easy access to an outside play area where children are able to enjoy routine play and benefit from daily fresh air to exercise their lungs. Children are keen to push along on small wheeled toys, run, skip and jump developing their large muscle tone. Children develop their small muscle tone well as they paint with brushes competently and play throw and catch games with bean bags and balls. Staff help the children enthusiastically wake up their bodies at the beginning of sessions with physical 'brain gym' exercises. Children who attend the out-of-school facility make good use of the nearby play park, being well supervised by staff. They rise to the physical challenge of climbing on the high slide and equipment and show their growing co-ordination skills as they manoeuvre the swings competently back and forth alongside friends.

Children take the opportunity to rest and recuperate when needed supporting their sense of well-being. Older children relax on the sofa and enjoy a quiet story with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is given appropriate priority in this setting. Detailed risk assessments have been conducted of the premises, activities and outings and these are used effectively to reduce the risk of accidents to the children. Hazardous products are stored securely, fire exits are clear and an accurate register of attendance is kept for children, staff and visitors to ensure all can be accounted for in the event of an emergency evacuation. The play equipment used by the children is checked before they arrive to ensure it is safe and the setting holds relevant insurance. Staff give positive support to the children as they remind them to help keep the toys tidy so that they reduce the risk of accidents within the main play areas. The entrances to the building are secure and visitors can be viewed through a side window to safely manage access to the premises.

Children are emotionally secure as they receive a warm welcome from the staff and come into the setting happily. The main play room is child-centred and the colourful toys, displays of children's art work and child-sized furniture all help children to feel at home in the setting and stay relaxed. Children are beginning to learn about how to keep themselves safe for future independence. They practise road safety routines on the way home from school, learn how to get out of the building in the event of a fire and talk about how to behave safely around lighted candles. Younger children are supported in taking safe risks to promote their confidence and awareness. They are encouraged to use scissors and other tools with staff close at hand to assist and keep them safe.

Children's welfare and protection is given some consideration. Children are not released to adults unless parents have given written permission and staff demonstrate that they are able to recognise signs and symptoms of child abuse. Everyone connected with the setting is clear about whom they need to contact if they have concerns. Child protection procedures are in place, however, these are not up to date and records are not easily available to demonstrate that all adults connected with the setting are suitable.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy, confident and self-assured in this supportive, caring setting. Staff are attentive, kind and friendly in their approach towards the children. They sit with them supporting their play and offering a reassuring cuddle when needed. Staff and children enjoy their time together as they put on dressing-up hats, giggling about how they look and talk about their favourite parties. Older children are welcomed by staff on their return from school and they enjoy a game of 'tag' on the play park delighting in the thrill of avoiding capture.

Children are actively encouraged to communicate. Staff engage readily in conversation initiated by the children about their new boots, lunch box contents and what the rabbit likes to eat. Children talk with enthusiasm about their lives sharing details of trips to the zoo with grandparents during the holidays. Staff are introducing the use of 'Makaton' hand signing during rhyme time to promote children's awareness of all languages.

The children experience a rich, diverse range of interesting activities that are enjoyable and promote their all round development. They are keen to make their own musical instruments. Children choose from a range of junk boxes, fillings and craft materials being keen to show results to staff who enthusiastically praise them. Children smile with pleasure at their finished

musical creations showing them to friends and visitors. Staff ensure children have access to a range of drawing materials to develop their mark making skills. Children use these within routine play activities such as making shopping lists within the home area, sending letters, posting cards and drawing symbols for their names on their art pictures. Children display good design skills. They build a long railway line with track and use their imagination to re-enact a game where trains deliver passengers to the station. The reading area is well used by children developing their appreciation of books. They turn the pages carefully when looking at information books and relax listening to stories with friends. Older children who attend the play scheme and out-of-school club enjoy a good range of stimulating activities. They are keen to run energetically in the play park and share well when taking part in board and computer games. Children's concentration is good as they use large marker pens to create their own graffiti wall and build complex models with 'Lego' bricks.

Nursery Education

The quality of teaching and learning are good. All children are enthusiastic learners in this setting and are developing skills in many areas. Managers have a secure knowledge of the Foundation Stage and know how young children learn best. They provide a rich play environment where they observe children and keep detailed developmental records of children's skills. Activities planned are developed through children's interests at any one time which harnesses children's enthusiasm for learning. However, at times not all staff make effective use of open ended questions. As a result, children miss opportunities to extend their thinking and learning.

Children are developing a strong sense of personal independence. They separate well from parents on arrival and stride into the facility with confidence. Children make choices about what they wish to play with and show clear responsibility as they tidy away toys efficiently after use. Friends are supportive of each other and show concern. They help to care for the pets and those who are temporarily upset are comforted with a smile and hug from their peers.

Children have regular access to books and they handle them well. The clear labelling throughout the setting helps children to understand that print carries meaning. Staff make use of 'phonics' to reinforce the initial letters of words in children's names to actively help them link sounds and letters. Early writing skills are well supported by staff. Older children are keen to have a go at forming shapes to write their names.

Children are developing their mathematical thinking and count easily. Staff prompt awareness of numbers as they encourage the children to use number lines, count their fingers, shoes and toys. Children work out more complex maths problems with staff support. They are asked to think about how many fingers are left when two are taken away or added and smile with pleasure when they are praised for their attempts. Children sort and match toy animals and talk about the different size hedgehog prickles during craft activities. The water tray provides good opportunities for children to develop their knowledge about sinking and floating. They are keen to put a variety of objects into the water and work out what happens when water is poured over them.

Children's knowledge and understanding of the world is well promoted. They build and design using a variety of construction materials and enjoy making their own models. Staff seize the opportunity provided by children's interest in the moon, to develop a project about the earth, planets and the moon cycle. This encourages children's awareness of science and astronomy concepts. The setting has a rich range of information technology which is competently used by the children. They manoeuvre the mouse well when operating the computer. They work out

how to turn the machine when cooking fresh pasta. Children learn about their local area enhancing their geographical skills. They make a map about their visit to town, recording and photographing points of interest such as the café and dentist. Children also learn about helping others through the regular visits from the community police service.

Children have good opportunities to freely express themselves using a range of creative materials. They skilfully stick, paint and create their own pictures. Older children enjoy exploring how colours change when mixing paint and examining the results. Children sing songs enthusiastically and use their home made musical shakers to provide rhythm and sound. The setting provides a rich range of toys to promote imaginative play and allow children to explore different roles. The children readily dress-up and re-enact monsters, dancing fairies and police workers.

Helping children make a positive contribution

The provision is good.

Children from all backgrounds feel at home in the setting as they are valued and respected. Staff place a strong emphasis on meeting children's and families' individual care needs and as a result, children are confident and sociable. Staff use the children's names and look at them directly when they are speaking to show that they are interested in what they say and do. Consequently, children feel positive about themselves. Children who use English as an additional language are well supported. Staff liaise closely with parents to learn key words from the families' native language which helps children to feel comfortable when they first attend. The setting has access to a full translation service if needed to help parents complete the necessary records about their children's care. This ensures staff can fully meet the children's needs.

Children are developing an understanding of the wider world through planned activities. They celebrate religious festivals from a range of faiths and experience an increasing range of resources that positively reflect all members of society. In this way children are helped to learn about and respect diversity. Children's spiritual, moral, social and cultural development is fostered.

The setting are quick to recognise and act upon developmental delay and skilfully support children with identified learning difficulties and/or disabilities. In this way all children are helped to participate to the best of their ability. Staff work closely with parents and other agencies to ensure that all children's needs are met.

Children behave well and staff are good role models as they are courteous and polite towards the children. The staff praise children frequently when presenting positive behaviour so that they understand what is expected of them. Older children learn right from wrong through the clear explanations that they are given when the staff ask them to change their behaviour. Children who attend the out-of-school club have developed their own rules of conduct and are helpful and considerate towards younger children.

Partnership with parents and carers is good. Children's well-being is actively supported through the positive relationships established with parents. Parents are welcomed and staff make time to talk with them on arrival about their children's needs for the day. Parents have an accessible information booklet to explain the routines and policies to which the setting operates. The setting is clear about how they would respond to any parental complaints and actively seek parents' views about children's care and the service on offer. As a result, parents are very complimentary about the setting. They comment particularly on the how they find staff approachable and that their children have grown in confidence and skills. Parents receive good

information about the Foundation Stage. They have regular opportunities to discuss and comment on their children's individual progress securing the children's learning. They receive newsletters and notice board prompts about what activities the children enjoy and attend open evenings.

Organisation

The organisation is good.

Children's care is well supported as the setting is effectively organised. Staff are enthusiastic and capable, continuing to undertake additional training to update their skills and improve the quality of care for the children. The layout of the facilities is organised well to meet children's need for play. There is good space for children to be active outside, relax on the sofa and take part in a range of activities within the playroom. All children are developing independence skills as they select toys from low-level storage boxes. High ratios of staff working directly with the children ensure they are effectively supervised and supported in their play.

Children are reassured by the familiar routine during sessions because they know what happens next. The sessions are positively organised to ensure children have uninterrupted time for play, to enjoy time together and refresh themselves in small groups when needed. A range of records are in place to guide staff as to operational matters and to reassure parents regarding most matters.

The leadership and management of the provision are good. The staff and managers are guided by clear aims that help them provide a stimulating environment in which children learn through play. The senior management team and staff are active in continuing to improve their practice. They have completed a quality assurance scheme, hold regular staff meetings and have an annual development plan which sets out their improvement targets for the year. In this way the setting continues to develop the service on offer to the children and families who attend. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the setting were asked to ensure registration records were marked off as soon as staff and visitors arrived, to expand the risk assessment system and ensure precautions were in place regarding unwelcome intruders and assess risks associated with inside and outside play. At the education inspection the setting were given a point for consideration to make use of pictures alongside written labels to support younger children in ascribing meaning. The setting have made good progress in addressing these points to further improve the children's care and education.

One staff member ensures registers are marked and the arrival and departure of staff and visitors throughout the day is accurately recorded. Risk assessment checklists have been updated to record strategies for responding to unwelcome visitors and ensure systems are in place for staff to alert others in an emergency when children play inside and outside the building. Some of the equipment containers display labels and pictures to support children in understanding written words have meaning.

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 parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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 with plans to update bathroom facilities and ensure children have access to regulated hot water for hand washing
- ensure child protection procedures are up to date and records to demonstrate all adults are suitable to look after children are always available for inspection.

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):

- improve opportunities for children to extend their thinking and learning through effective use of open ended questions.

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