

The Pavilion Nursery

Inspection report for early years provision

Unique reference number EY310800
Inspection date 24/02/2009
Inspector Jennifer Devine

Setting address 10 Ashley Gardens, Off Preston Road, Wembley, Middlesex,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Pavilion Nursery opened in 2005 and operates on the first floor of the adult education centre, close to Preston Road, in Wembley, in the London borough of Brent. All children have access to a secure, enclosed garden.

The nursery is open from 08:00 to 18:00 every weekday, except for two weeks at Christmas. It is registered on the Early Years Register to care for a maximum of 29 children at any one time. There are currently 27 children on roll. The nursery provides funded nursery education for three- and four-year-olds and also supports children who speak English as an additional language. It employs eight staff, six of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The setting is highly effective at making sure children's progress across the five Every Child Matters outcomes is consistently good. Staff are skilled in recognising the uniqueness of each child and providing for their individual needs and interests. Effective self-evaluation systems lead to continuous improvements for the setting. The partnership with parents is strong and ensures positive trusting relationships are developed, which impacts on the good progress children make.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- establishing effective links with local schools to enable partnership working to assist with children's smooth transition to reception class.

The leadership and management of the early years provision

The setting is led exceptionally well. There are effective systems in place for self-evaluation. The manager has high aspirations for quality and involves all staff to take an active role in continuing to review their practice to lead to improvements. The staff are kept well informed and are included in decision making. The whole staff team work in support of each other and make effective use of training opportunities to increase their knowledge and enhance existing good practice.

Clear and robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Children are safeguarded because staff are knowledgeable about child protection procedures, which is underpinned by the effective policies in place. All required documentation is in place. Risk assessments are conducted regularly and this ensures children's safety is maintained at all times.

There are excellent systems in place to develop effective partnership working with parents. Parents are made to feel very welcome in the setting and staff are always available to discuss how the children's day has evolved. Regular individual meetings are held to discuss each child's progress and share observations and assessments. Parents are involved in the planning process as they are encouraged to share their child's home experiences with the nursery staff and this enables children's interests to develop further. Parents are encouraged to spend time in the nursery and are welcomed to come in to take part in activities, such as reading a story or doing some cooking with the children. The nursery staff are working towards developing their links and working in partnership with the local schools to assist with children's transition to reception class.

The quality and standards of the early years provision

The whole staff team have an excellent understanding of the Early Years Foundation Stage, which means they are extremely confident in delivering the curriculum and supporting children's learning well. They have developed effective planning methods which takes into account each child's needs and interests exceptionally well.

Children are very happy and settled within the setting and are making consistently good progress in all areas of their learning. Staff work directly with groups of children to encourage their learning all the time. They are skilled in asking children appropriate questions to make them think and extend their vocabulary further. They provide many exciting opportunities for children to extend their interests. For example, one child read 'Owl Babies' and became very interested in this story. She asked to make her own owl's nest and collected twigs and other items from outdoors. The child often plays with her owl's nest and invites other children to join in with her play. She also develops her understanding of numbers and size as she counts the objects as she tidies away and places them in order in her box. Children thoroughly enjoy the wide range of creative materials available. They enjoy cutting with scissors and sticking pictures and also enjoy experimenting whilst playing with flour or porridge oats. They feel the textures of these dry products and then add water and experience the differences when wet.

Children in the under two's room are given excellent support in their learning. Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop their senses and early development. They particularly provide lots of opportunities for early mark making with a variety of media, such as finger painting, and always have writing implements which children can access.

All children have daily opportunities to go outdoors to the well equipped garden. They learn about changing into their outdoor shoes and putting on their coats before going out. Children relish the time spent in the garden and enjoy running around, riding on the bikes, climbing and sliding. They show immense interest in digging in the garden and learn about the consistencies of the mud as they add

water to make the mud softer to dig. Children also have the opportunity to use the nursery camcorder and go around the garden filming their friends at play.

Staff support children with English as an additional language well. A number of staff speak other languages and they obtain key words from parents. Signs, labelling and photographs around the nursery assist children with communication skills. For example, photographs of children washing their hands are displayed in the bathroom to remind children to wash their own hands.

The nursery promotes a healthy eating lifestyle and menu planning reflects this very well. Children are provided with a nutritious home cooked meal and are offered a variety of fruit every day. They help to prepare the fruit, learning how to cut and peel apples, bananas and oranges. They also learn about what healthy eating means and talk about why fruit and vegetables are healthy. Children learn about keeping safe. Regular fire drills are conducted which ensures children learn about safely evacuating the building and, in particular, walking down the stairs carefully and calmly.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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

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.