

# Pavilion Creche @ the ACE Centre

Inspection report for early years provision

---

**Unique reference number**

EY391172

**Inspection date**

03/09/2009

**Inspector**

Gill Thornton

**Setting address**

Church Street, ATTLEBOROUGH, Norfolk, NR17 2AH

**Telephone number**

01953455634

**Email**

jane.bartram@norfolk.gov.uk

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Pavilion Crèche @ the ACE Centre is one of three provisions run by the registered provider. It opened in 2009 and operates from two purpose built playrooms and associated facilities in the Attleborough Community and Enterprise Centre.

The provision is registered on the Early Years Register. A maximum of 15 children may attend the nursery at any one time. It is open each weekday from 07.30am to 5.00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 53 children in Early Years Foundation Stage (EYFS) on role, all with a flexible pattern of attendance. The setting provides flexible crèche and day care facilities, mainly for children aged three years and under and supports a small number of children who speak English as an additional language.

There are eight members of staff. All of whom hold appropriate early years qualifications including the manager who has Early Years Professional Status. The provision receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The motivated and committed leadership has a clear vision of providing a service to meet a specific gap in the market from parents requiring flexible child care often at short notice. Engagement with parents is a key strength of the provision and contributes significantly to ensuring all children are included and receive any additional support they need. This leads to effective continuity of care and learning, enabling all children to make good progress. Systems for evaluating the provision are generally effective in identifying strengths and areas for development, although these do not always offer opportunities to engage all staff in prioritising areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to fully involve all staff in identifying the setting's strengths and priorities for improvement
- extend opportunities for babies and young children to develop their understanding of people's differences and similarities
- develop further a routine approach to using observations in order to plan the next steps in children's developmental progress which take account of individual children's patterns of attendance.

## **The effectiveness of leadership and management of the early years provision**

A strong focus on safeguarding with robust policies and procedures clearly understood and followed by all staff ensures everyone understands and their responsibilities to safeguard children's welfare. Designated staff have established effective links with relevant agencies to protect children. Clear vetting procedures ensure all staff working with children are suitable to do so. Staff supervise children closely to ensure their safety, and the indoor and outdoor environment is subject to thorough risk assessments to ensure risks to children are minimised.

The management has a clear sense of purpose which is shared by the committed staff team. The highly qualified and motivated manager effectively supports the development of the staff team and is instigating change where necessary to provide a learning environment where children and staff can thrive. Regular staff meetings are used as an opportunity to evaluate the effectiveness of the provision and to share good practice. The manager has identified and prioritised the need to improve the system of using observation and assessment to ensure planning for children's next steps in progress is responsive to children's individual patterns of attendance. Staff work well as an effective team and have a clear understanding of each other's roles and responsibilities. Good management ensures effective staff deployment and promotes the efficient use of staff expertise, resources and the environment to promote children's well-being, learning and development.

The setting actively promotes equality of opportunity and works in close partnership with parents and other agencies to support and meet children's individual needs. All children and families are valued and appreciated by staff. Parents value the extremely flexible care which among other things enables them to work variable shift patterns or attend hospital appointments. They are well informed about their children's achievements, progress and well-being. The friendly exchange of information on arrival and collection and daily record sheets ensure children's changing needs are met. Parents enjoy sharing their children's assessment records and can see the improvement in their children's learning and development, particularly in their social skills, since attending the provision. A digital photograph frame enables them to see what activities their children have been engaged in each day.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a sound knowledge of the EYFS and successfully reflect the principles of the framework in their practice and the flexible service they provide. Children make good progress towards the early learning goals given their capabilities and starting points. The continuous provision takes account of individual children's interests and abilities and provides an appropriate balance of child-led and adult-initiated activities to provide challenge and enjoyment. Daily planned messy play activities provide babies and young children with exciting activities not normally enjoyed at home, such as body painting. Where necessary staff modify or provide additional

materials so that all children can participate at their own level. Sensitive observations of children as they play are undertaken by staff to help them identify individual children's interests and abilities to enable them to provide further activities they know the children will enjoy, however, these do not always fully inform planning to provide further challenge within each aspect of the areas of learning.

Babies and young children form meaningful attachments with staff and enjoy the security of exploring the environment knowing they are close by if needed, thus developing their growing independence and self-confidence. Staff are sensitive and caring towards the children, gently soothing them if they become upset and ensuring their comforters are close by if needed. They help them learn to acknowledge their own feelings and take account of those of others. However, there is little example of positive imagery displayed at child height around the provision reflecting the children's backgrounds and the wider world to help them develop their understanding and acceptance of people's similarities and differences. All staff apply clear and consistent boundaries to help children learn the expected rules of acceptable behaviour. They are good role models and use effective strategies to encourage children to help tidy away toys when they have finished playing with them. Children develop a positive attitude to being active and they are all able to use the small outdoor area during the day. A good range of equipment enables babies and young children to practise their physical skills in safety, while looking to staff to confirm the acceptability of their actions. Staff provide them with simple explanations to help them develop their understanding of safe practises, such as why they should not put certain toys in their mouth.

Staff are careful to respect and follow children's routines from home to ensure children are confident and secure in their care. Babies are beginning to indicate their own needs, and staff respond sensitively so they know their views are valued. For example, acknowledging a baby's desire to go outside and then discussing with them why they need to wear a coat, consequently promoting their understanding of healthy practices. Staff promote children's early language skills by repeating their vocalisations and providing them with simple choices to encourage them to express their preference. Children are learning to take some responsibility for their own personal needs, such as choosing to rest in the cosy toddler bed. Babies and young children are learning to make choices in their play and investigate things repeatedly to work out the effects of their actions. For example, exploring what happens when they turn the different handles on the large wooden wall-mounted activity centre. Children enjoy opportunities to share books on their own or with staff, who sensitively acknowledge their interest, for example, remarking on how kind a child was to 'read to the dollies'. Babies and young children gain an awareness of number and one-to-one correspondence through everyday routines, such as during nappy changing or while trying to put on their shoes.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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](http://www.ofsted.gov.uk)

