

# Pavilion Day Nursery

Inspection report for early years provision

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**Inspection date** 23/06/2010  
**Inspector** John Anthony

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

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 Sunbury on Thames, Surrey. The committee also run an after school club from within the grounds. A maximum of 64 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. There are currently 98 children aged from six months to under five years on roll. Of these, 35 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs and/or disabilities. The nursery employs 23 staff, of whom 19, including the manager, hold appropriate early years qualifications and four members of staff are working towards a qualification.

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

Overall the quality of the provision is outstanding.

This nursery provides an outstanding service to the children in its care. It is set in pleasant and spacious surroundings. It is very well-equipped, and delivers all aspects of the early learning goals addressing the six areas of learning and development through implementing the Early Years Foundation Stage curriculum. The children's progress is carefully monitored, and they are given individual guidance and attention to ensure they make at least good progress. Extensive links have been established with the local community, and the children are prepared well for their transition to primary school. There is an excellent capacity for further improvement.

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

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

- complete the wheelchair access external ramp and ensure that children with disabilities are able to fully take part in all aspects of the nursery's excellent facilities.

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

This is a very well-organised and secure setting which offers an outstanding service to the children placed in its care. Safeguarding arrangements are outstanding. The staff constantly monitor the children to ensure that they are kept safe. The nursery offers a very healthy staffing ratio, ensuring vigilance at all times

and providing for excellent supervision. The children's welfare and safety are clearly demonstrated as their primary concern. All children are carefully registered on entry and checked out safely into the custody of their parent or appointed carer under a password system.

All staff receive training in child protection and are fully aware of its principles. Very good links have been forged with external services, and transition to school is fostered through formalised liaison and information sharing. The staff are all trained in paediatric first aid, thereby ensuring a high standard of care for the children's physical welfare. All recommendations from the previous report have been fully addressed. The children's progress is constantly monitored and evaluated. Comprehensive notes of the results of observations help practitioners to ensure that appropriate challenge links the children's next steps in their learning towards achieving their early learning goals. Enhanced checks have been carried out to ensure that all staff are suitable to work with children.

The nursery offers excellent facilities. The building is kept clean and is well maintained at all times. The grounds have been designed to be exciting and stimulating for the children who clearly delight in enjoying the wide range of activities prepared for them. A full-time chef delivers a well balanced menu choice for a healthy and varied diet. The facilities for looking after babies and toddlers are superb, and a very high standard of overall decoration and hygiene is maintained. The nursery caters well for children of all ages, who are able to take part in a wide range of healthy, energetic and stimulating activities. It promotes equality and diversity extremely well. A ramp has been built to provide access for wheelchairs in order to facilitate the admission of any children with mobility difficulties. It is recommended that this is followed up by ensuring that children with disabilities are able to fully take part in all aspects of the nursery's excellent facilities.

Excellent relationships have been fostered with parents and carers who are made to feel very welcome. They confirm that they are delighted with the service provided by the setting in providing the highest standard of care for their children, one parent commenting that her daughter 'has had a fantastic start to nursery life' Prospective parents are made very welcome, staying with their children to reassure them in their new surroundings. Regular contact and feedback keeps parents well informed of their children's progress. Policies and procedures for the effective running of the club are of a high standard and reviewed annually. They are prominently displayed for easy access.

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

This nursery provides the children in its care with an excellent start to their learning lives. The staff support the children well in developing a spirit of independence, and in helping them to foster highly positive and productive relationships. This assists their excellent spiritual, moral, social and cultural development, which is seen in their high levels of confidence, maturity and self-esteem, and their very good personal relationships. They play well with each other, co-operate when taking part in physical and board games, and show that they are

highly capable of using their own initiative to instigate activities of their own choosing.

This in turn leads to excellent behaviour in which the development of conversational skills plays an integral part of the overall provision. Consequently the children build a strong sense of community. They are happy, communicate confidently, and answer questions using vocabulary suitable to their stage of learning.

Through fully embracing the Early Years Foundation Stage curriculum, the setting provides activities appropriate to the children's levels of ability, which challenges them well and extends their learning and overall development. The children fully understand the importance of staying safe and healthy. The nursery is scrupulously hygienic, ensuring that the children meticulously observe their own personal cleanliness through regularly washing their hands and wearing suitable clothing. The nursery covers all the required areas of early learning through a broad programme of weekly curricular planning, including developing the children through play, the use of materials and paint, and listening to stories. Babies and toddlers receive very close supervision, respond well to the staff, are relaxed and trusting, and enjoy playing well with each other and developing social and co-ordination skills appropriate to their age.

The setting evaluates the effectiveness of their work in helping the children meet their different learning stages through formalised keeping of records and regular assessment of the children's progress. The staff constantly measure the impact of the wide variety of learning activities on the children's literacy and numeracy development against their learning levels. Through keeping very detailed and precise records of each individual child's progress, the staff are able to closely monitor progress, and ensure that each child develops as well as possible.

The children's appropriate use of language and their mathematical understanding is improved by utilising the nursery's wide range of educational resources. The children are given many opportunities to read, question, and to engage in sharing stories, and readily become familiar with the practice of concepts such as number, calculation, and the means by which to describe shapes and position. This excellent learning environment is supported by a stimulating balance and variety of play and physical activity. The children reciprocate with a high level of enthusiasm for all the activities which they access. This, together with their very positive contribution to their own local community helps them to develop the skills which prepare them very well for their future development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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