



The Pavilion Nursery

Inspection report for early years provision

Unique Reference Number	EY310800
Inspection date	27 January 2006
Inspector	Pauline Nazarkardeh
Setting Address	10 Ashley Gardens, off Preston Road, Wembley, Middlesex, HA9 8NP
Telephone number	020 8904 7137
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Registered person	Sunflower Nursery Ltd T/A The Pavilion Nursery
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. 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?

The Pavilion Nursery opened in 2005 and has sole use of premises situated on the first floor of the adult education centre, close to the Preston Road in the London Borough of Brent. The setting serves families from the local community.

Good public transport links and local amenities are within walking distance. Children have access to three separate base rooms as well as washing and toilet facilities. A secure outdoor area is currently under development.

The setting operates 50 weeks of the year closing for 2 weeks at Christmas. Opening hours are from 08.00 - 18.00, five days a week.

There are currently 11 children aged 0 to under 5 years on roll. Of these, 3 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children who speak English as an additional language.

The nursery employs 4 staff. Currently 3 of the staff, including the manager, hold appropriate early years qualifications, one member of staff is working towards a qualification.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally well promoted and there are procedures in place which support this. For example, children who become unwell are made comfortable while they wait for their parents to arrive. Children are provided with good opportunities to gain some understanding about how to prevent the spread of infections as they learn to cover their mouths when they cough. The organisation of hand drying, however, does not promote the prevention of cross infection as all children share a towel after hand washing.

Children enjoy healthy snacks and meals consisting of a variety of fresh fruit and vegetables. Staff are fully aware of the children's individual dietary requirements and details of these are displayed in the kitchen. Children are able to independently help themselves from the drinks fountain when they are thirsty.

Children learn good hygiene practices as staff maintain good levels of cleanliness throughout the nursery. For example, hand washing before meals and after using the toilet. There are good procedures in place for nappy changing. In addition children are protected from unnecessary illness as they do not attend when they are infectious.

Children have some opportunities to develop their physical skills. They are developing very good fine manipulative skills as they use scissors to cut materials, spread glue and hold pencils and paint brushes of differing sizes. Opportunities to develop gross motor skills however are limited as the main outside play area is still in development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the warm and welcoming way in which the staff greet them as they arrive. There is a good range of clean and well maintained furniture and

equipment to meet the children's individual needs such as, child-size furniture and display units. Children are able to access many of the resources for themselves as they are displayed on low level storage shelves. Children's art work and photographs are displayed, this contributes to their sense of self worth and a feeling of being valued.

Children are very safe and secure on the premises because staff place a strong emphasis on their well-being. For example, there is a good entry system and all visitors are required to sign a visitors record book. Children are safeguarded through a variety of practical measures. These include covering electrical sockets and maintaining risk assessment records. Children are very well supervised as staff are deployed effectively.

Staff have an understanding of child protection issues and their policy clearly states their responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children enjoy their time spent at the nursery. They are well settled into the daily routine. This is especially significant as many of the children have only recently joined the setting.

Staff generally offer an effective range of activities which meet the needs of the children overall. The younger children are developing their confidence and self esteem well. They are learning to become independent as they do things for themselves, such as find their place at the table.

There is a good sense of fun within their group rooms and the children are very well behaved. Children are learning to play co-operatively as staff support them to take turns during popular activities such as role play. Staff are calm and gently spoken and as a result, relationships between the staff and children are very positive. Children participate happily during group singing sessions, they can recognise the tune and know the words to their favourite songs.

Nursery Education

The overall quality of teaching and learning is satisfactory, however during practical activities there are some missed opportunities where staff fail to be led by children's knowledge. Children are generally engaged in a range of interesting practical activities. They are making satisfactory progress through the stepping stones towards the early learning goals.

Children are generally supported and encouraged by staff, for example, by the use of open ended questions. They do not, however, benefit from an established system in place to identify their learning priorities in order to ensure suitable challenges. Children are confident; they develop sound levels of concentration and persevere in their chosen tasks. For example, they complete puzzles and participate at their painting until the desired effect is achieved. Children are learning to identify different

colours as they name the colours of the paints during a small group craft activity. Older children are able to recognise the process of mixing colours during painting activities.

Children are developing their mathematical language; they identify, size, shape and quantities. Opportunities to problem solve in daily activities such as at singing time are often missed by staff.

Children engage in a variety of creative opportunities and enjoy making marks. They paint, dribble glue and stick freely, to communicate their thoughts, ideas and feelings. They examine their faces and learn to identify their features as they assemble 'family portraits'.

Children frequently engage in imaginative play to mimic their observations of the world around them. They have access to a range of resources to support this play. Firm friendships are beginning to establish as children learn to share and take turns and build positive relationships with staff. Children speak confidently as they engage adults in conversation, expressing their ideas and experiences. Many children can recognise their own name and are beginning to form the letters of their name.

Helping children make a positive contribution

The provision is satisfactory.

Children are positively valued as individuals as staff seek information from parents regarding their child's individual needs. The staff work very effectively to support the settling in of new children and promote their sense of security. Children are also learning to appreciate the cultural differences of others as they celebrate festivals such as Chinese New Year. Children are very well behaved and they play cooperatively with their peers. Staff manage children's behaviour consistently and offered explanations in order to help them understand why their actions are inappropriate.

Partnerships with parents and carers is satisfactory. Parents speak highly of the setting and are very satisfied with the way their children are cared for. Relationships between the staff and parents are friendly. Staff regularly give verbal feedback to the parents of any concerns or achievements they have noted. Information provided to parents on activities and the curriculum is limited. Children who speak English as a second language are well supported in the group as staff use good communication techniques.

Overall children's spiritual, moral social and cultural development is effectively fostered.

Organisation

The organisation is satisfactory.

Children are familiar with the routines that are in place to help them settle quickly and

feel secure. They initiate their own learning as they are able to access resources and activities that are well organised. Consequently, there are many opportunities for children to be independent and to be engaged in purposeful play.

The leadership and management of the setting is satisfactory. The manager shows an awareness of the settings strengths and some weaknesses and has systems in place to address some areas of concern, for example the outside play area. There are working policies and procedures in place, however, the policies for child protection and complaints need to be developed and extended on, taking into account new regulations.

The staff team are enthusiastic in their work and they are committed to making improvements. The main weakness is that staff are not yet confident in their knowledge or delivery of the curriculum that they follow. Children benefit from individual attention, but there is no clear assessment of how their needs are met within the program. This is because systems to monitor and evaluate the quality of the educational programme are not yet rigorous.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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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):

- improve hygiene practice by providing appropriate hand drying facilities
- provide regular outdoor play opportunities that are interesting and challenging in order to develop children gross motor skills
- develop and extend on, the policies and procedures for child protection and complaints

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):

- extend the planning and assessment systems in order to identify children's individual learning priorities and use these to inform future plans
- involve parents in their children's learning by providing them with guidance on the Foundation Stage Curriculum and information about the current and planned activities
- provide staff with opportunities to develop their knowledge and understanding of the Foundation Stage Curriculum

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