



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271072

DfES Number: 500924

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Jane Louise Tallent

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Thorpe Pavilion Nursery
Setting Address	Fitmaurice Pavilion, Pound Lane Thorpe St. Andrew Norwich Norfolk NR7 0UR

REGISTERED PROVIDER DETAILS

Name	The Committee of Thorpe Pavilion Nursery
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ORGANISATION DETAILS

Name	Thorpe Pavilion Nursery
Address	Fitmaurice Pavilion, Pound Lane Thorpe St. Andrew Norwich Norfolk NR7 0UR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Thorpe Pavilion Nursery opened on these premises in 2003. It operates from the Fitzmaurice Sports Pavilion in Thorpe St Andrew, on the outskirts of Norwich. It serves the local area. The children have access to the main sports hall, the entrance lobby, a craft room, toilet facilities and two outdoor play areas. One of the outdoor areas has a paved surface whilst the other is grass.

There are currently 37 children from 2 to 5 years on roll. This includes 27 funded 3-year-olds. Two of the funded children have special educational needs. The setting does not currently support any children who speak English as an additional language.

The nursery opens each day of the week, during term times. Sessions on Mondays, Wednesdays, Thursdays and Fridays are from 09:15 to 11:45 and 12:15 to 14:45. On Tuesdays they are open from 09:10 to 10:40 and 10:50 to 12:20.

Seven staff work with the children on a part-time basis. Three staff have level three qualifications in child care. The nursery receives support from the Early Years Development and Childcare Partnership. They are members of a local support network.

How good is the Day Care?

Thorpe Pavilion Nursery provides good quality care for children.

The supervisor and her deputies are suitably qualified. All staff are competent in knowing how to motivate children. They regularly update their knowledge of child protection awareness, special educational needs, equal opportunities and behavioural management in order to create a safe and stimulating environment for children to play in and make friends.

Safety is prioritised. Regular risk assessments are carried out, indoors and outside, to maintain the high standard of care offered. Currently however children are able to

reach the locks on the front doors and gain access to the shower block. Snack times are well organised in order to encourage children to develop good hygiene practices, adopt a healthy diet and engage in social interaction. The children can access water to drink whenever they need to.

A wide range of good quality resources is available for children to explore. Resources are accessible, imaginative, in good condition and appropriate for the ages and stages of development of children who attend the nursery.

The partnership with parents and carers is also good. A well positioned notice board helps to make sure that parents and carers can feel well informed of events, and how they are able to support the nursery. Some parents increase the adult:child ratios by helping with sessions, others serve as committee members. They are able to talk to staff on an informal basis at the beginning or end of each session, as required. In this way parents and carers can have an input into the care of their child.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Organisation is very well promoted so that children are clear about what is expected of them, as they take part in activities. As a consequence the children are interested and becoming independent thinkers.
- Interaction is well developed. Children are heard when they speak and their views are respected. This has a positive impact on children's confidence and self-esteem.
- Resources are good. They are clean, bright and well used to create a stimulating environment, where children can play and explore safely.
- Staff use their experience of childcare well to engage the children and involve parents and carers in their child's care whilst they are at the nursery.

What needs to be improved?

- the efficiency of the current system used to monitor the children's whereabouts.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Make sure that children are unable to gain access to unregistered parts of the premises or able to leave them unsupervised.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Thorpe Pavilion Nursery provides very good quality nursery education. Children are presented with many worthwhile activities and stimulating resources to explore freely and enable them to make very good progress in all areas of their learning.

The quality of teaching is very good. The supervisor and her deputies are well qualified. All staff are experienced and committed to providing a stimulating, fun environment in which children are able to thrive and learn. The staff successfully balance free choice for children with some purposeful, sustained group activities.

A good structure for making observations, assessments and planning is in place, although it is not yet rigorous enough to ensure that quieter children are not overlooked. However, overall, instructions are clear, goals are realistic and expectations are high. Consequently the children are given many opportunities to explore, succeed and develop their self-esteem and confidence.

The leadership and management of the nursery is also very good. Both the committee and staff demonstrate their commitment to improving the education of the children. Regular staff meetings, training workshops, induction, appraisals and policy reviews take place to monitor and evaluate the effectiveness of the provision.

Partnership with parents is very good. Staff share information with parents and encourage them to make contributions in their child's assessment folder. Notices, newsletters and informal conversations with staff effectively make sure that both parties are kept informed of the progress that the child is making in their learning.

What is being done well?

- The children are taught well and consequently they are learning and developing appropriate skills in all areas of the curriculum. The children are set realistic goals, with high expectations, and most are able to enjoy their successes.
- Children's communication, language, literacy and mathematical development is particularly well promoted, which enables them to make significant progress with group reading activities and number recognition.
- Resources are of good quality and well organised to support children's learning.
- The efficient monitoring and evaluation of the day to day running of the provision positively impacts on the quality of education that is offered.

What needs to be improved?

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| <ul style="list-style-type: none">● The system used to monitor children's inclusion and make sure that no child is overlooked. |
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What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated by a variety of activities and have learned to consider other children so that the group can work co-operatively together. Interaction is good and children behave well. They are familiar with routines and respond positively to set boundaries. As a result the children are confident and are developing good self-esteem. They share some responsibility for their own personal care at snack times. They wash hands, tidy up, dress themselves and access toilets independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They have begun to make decisions and negotiate. They enjoy stories and can link sounds to letters. Some children enjoy retelling stories to their friends, such as 'The Very Hungry Caterpillar'. Most children have begun to realise that words have meanings and enthusiastically read the weather board together. They are encouraged to extend their vocabulary through planned activities, and some children have begun to write parts of their names in play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count to ten unaided and much further than ten during routine activities, together in groups. They take part in many worthwhile planned activities to solve problems, such as timing activities and matching words to numbers. Staff support children's learning by using mathematical language across the curriculum, during games and in imaginary role play situations. They have begun to use simple addition and subtraction in activities, action songs and familiar routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore their environment. They show sensitivity towards each other and are fascinated to learn about the life-cycle of a butterfly. Staff provide natural and man-made materials for the children to use as they recreate their gardens with twigs and peat. A computer and construction toys are well used to prompt children into finding out how things work, and experimenting with solutions. Most of the children are confident to use the computer and handle the 'mouse' skilfully.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Planned spatial awareness activities teach children to move with control and to be considerate of one another. The children are learning how to keep healthy and share responsibility for their own care, by putting on hats and coats in cold weather. Co-ordination and manipulative skills are good. Children rock, balance, cycle and move imaginatively to action songs. They show control of their hands and fingers when building, using pencils, brushes, scissors and when printing.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children use a variety of materials to communicate their ideas and explore textures, colour, shape and form. They particularly like making calendars to take home for the New Year. Children frequently handle paint, dough and peat in trays, which effectively nurtures their sensory development. They also enjoy singing together and have opportunities to play musical instruments. The staff create daily opportunities for children to use their imagination freely during role play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following:
- improve the system used to monitor children's inclusion and make sure that no child is overlooked.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.