



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 257921

DfES Number:

### INSPECTION DETAILS

Inspection Date	07/06/2004
Inspector Name	Rosalie Mary Turner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pavilion Pre School Nursery
Setting Address	The Pavilion Thieves Lane, Attleborough Norfolk NR17 2AP

### REGISTERED PROVIDER DETAILS

Name	Mrs Vera Julia Dale
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## 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

The Pavilion Pre-school Nursery was established 34 years ago. It operates from a creatively converted pavilion situated on one side of Attleborough recreation ground. On the other side is it's sister group which is located in the scout hut. The pre-school serves the local community and surrounding villages.

There are currently 52 children aged from three to under five years on roll. This includes nineteen funded three-year-olds and thirty three funded four-year-olds. Children attend for a variety of sessions. The group currently supports children who have special needs and is willing to offer support to those speaking English as an additional language.

The pre-school opens five days per week during school term times. Sessions are from 09:00 until 12:00 and 12:30 until 15:30. Out of School care is also offered for up to 16 children aged between four and under eight years. Children attend before and after school and from 08:00 until 18:00 during the school holidays.

Four or five of the twelve part-time staff work with the children at any one session. Nine have early years qualifications to NVQ level 2 or 3. Three staff members are currently working towards a recognised early years qualification.

The setting receives support from an advisory link teacher and from the Early Years Development and Childcare Partnership (EYDCP). Although staff do not follow a particular educational approach, they work with the children to help them to learn through free play experiences balanced with more structured adult led activities.

### How good is the Day Care?

Pavilion Pre-school Nursery provides good quality care for children aged from two years to under five years.

The excellent skills, enthusiasm and commitment of the established staff team help the children to make very good progress and develop in all areas of their learning.

All aspects of the provision are well organised. Very effective use is made of the staff, space and resources to ensure that all children are stimulated and well cared for. All relevant paperwork is in place to support the pre-school to operate smoothly although staff and visitors do not always sign in on arrival.

Staff have a good understanding of children's safety. The risk assessment helps to protect children from harm although it does not address the possible danger from unwanted intruders. Health and hygiene practices are effective. Staff teach children the importance of regular hand washing to protect them from the spread of infection.

Children display confidence as they laugh and chat together during play. The staff are aware of each child's individual needs and adapt activities skilfully to ensure children of all abilities are able to make progress. Staff give clear explanations to the children when they intervene to help them learn right from wrong. They make excellent use of praise to reinforce wanted behaviour. Children are happy and behave well. Staff are aware of the signs and symptoms of children at risk to support children's welfare and safety.

The relationship with parents and carers is strong. Parents are fully supportive of the staff who respond with enthusiasm. The valuable two way share of information between pre-school and home, as evidenced by the children's scrapbooks, enables staff and parents to work alongside each other to meet the needs of all the children.

#### **What has improved since the last inspection?**

At the last inspection the pre-school agreed to produce a procedure to cover outings and to expand their behaviour, special needs and emergency policies. They were asked to obtain written permission from parents to seek emergency medical advice or treatment, to record incidents and to ensure children observe good hygiene practices. The pre-school also agreed to minimize risks from low level glass, hazards in the storage room and to ensure the fire evacuation procedures are visible.

Pre-school has developed their policies and procedures and staff are now able to act quickly and consistently if children are bullied, ill, lost or not collected. Parents are able to access written information about outings to reassure them that their children are safe and well cared for when away from the premises. The risk assessment covers low level glass and hazards in the storage areas and fire evacuation procedures are clearly displayed. As a result adults and children are able to work with minimum risk of injury and escape quickly in an emergency. Children wash their hands before eating to help prevent the spread of infection.

#### **What is being done well?**

- Staff ensure that routine activities and topics are exciting and stimulating to maintain children's interest. For example, they use story sacks and puppets to ensure familiar stories capture the children's imaginations and provide resources, such as attractive reference books to expand topic work.

- Staff place high priority on developing children's confidence and independence by encouraging them to self select and complete tasks for themselves. For example they are able to select toys, use scissors and other small tools, pour their own drinks and use the toilet.
- The warm welcome from all staff, a familiar routine and plentiful displays of art work and mobiles make the pre-school attractive to children who separate from carers with ease and settle quickly.
- Staff are excellent role models to the children. Their calm, polite and consistent approach is helping children to manage their own behaviour.

#### **An aspect of outstanding practice:**

Staff interaction with the children is excellent. The high adult-to-child ratios give children the opportunity to establish relationships and feel secure with the staff. The staff sit with children and make very good use of questioning as they challenge children to recognise and compare colour, number, shape and size to support learning. Staff are particularly receptive to the quieter children and encourage them to be meaningfully involved in play.

#### **What needs to be improved?**

- the registration records, to ensure that they are marked as soon as staff and visitors arrive
- the risk assessment, to ensure precautions are taken against unwanted intruders, both inside and outside the premises.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **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
2	Ensure registration records are marked as soon as staff and visitors arrive.

6	Expand the risk assessment, to ensure precautions are taken against unwanted intruders both inside and outside the premises.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Pavilion Pre-school Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff demonstrate a secure knowledge of the early learning goals and how young children learn. They choose from an excellent range of resources to plan a variety of absorbing activities, both inside and out of doors. Staff are skilled at challenging children, asking them questions to help them to make progress. They make very effective use of their observations to provide opportunities for children to move on to the next step in learning. Staff are able to provide excellent support for children who have special educational needs, working closely with carers and external advisors to ensure every child is fully included and able to make progress.

The leadership and management of the group is very good. The experienced and committed staff team work well together to plan, deliver and monitor the educational programme. The pre-school is guided by clear aims and objectives that encourage staff to continue to train and enable them to provide a safe, stimulating learning environment. This is evidenced by the very good progress that children continue to make in all areas of their learning.

The partnership with parents is very good. Parents are warmly welcomed into pre-school and are given valuable information to help them to understand the curriculum and be involved in their children's learning. The well planned brochure, newsletters and open evenings to discuss children's progress help parents support their children's learning at home.

### What is being done well?

- Staff provide an excellent learning environment, using a wide variety of resources and techniques that help children to develop very good attitudes to learning. Children concentrate and persist in their play, particularly when they are provided with challenges.
- Children have an excellent range of resources to help them understand technology, such as age appropriate computer programmes, calculators and tape recorders. They record their voices and music making with enthusiasm.
- Staff are skilful at developing language. They value what children say and clearly model and reinforce language. As a result, children speak confidently and enjoy sharing their views in large and small groups. Older children show a developing awareness of the listener during conversations.
- Children have excellent chances to explore, investigate and observe change. Staff make pleasing use of the environment as an aid to learning, when children grow and tend plants or watch ice melt. Children are excited and

stimulated by visits from fire-fighters, the air ambulance and many visits to the local town, shops and businesses as they find out about the world in which they live.

#### **What needs to be improved?**

- the use of labelling to include pictures as well as print to further help children to understand that print carries meaning and to develop early reading skills

#### **What has improved since the last inspection?**

The pre-school has made very good progress since the last inspection.

Notebooks have been issued to each carer to reinforce the informal exchange of information as children are delivered and collected. However, few parents contributed in this way, preferring to speak informally to an adult. A newsletter reminds parents that they are important in their child's learning experiences and informs them of the current pre-school programme. Each child has a scrapbook. Parents are encouraged to provide photographs, examples of children's work and comments from home to share their child's record of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and motivated to learn. For example, they laugh, giggle and respond positively when country dancing. They freely choose from an excellent range of stimulating activities and are encouraged by staff to persist with difficult tasks. Children are supported effectively to manage their own behaviour, share and take turns. They are happy and behave well. Children are developing personal independence as they select toys, pour their own drinks and take themselves to the toilet.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are skilful at communicating their needs to adults and peers. They enjoy the absorbing range of books and story times when they listen attentively or join in to predict the outcome. Children have many chances to practice early writing skills as they make marks in the travel agents to make posters or tickets. Some older children recognise their names and are beginning to write letters. However, most labelling lacks pictures to encourage younger children to develop early reading skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at using numbers in their play. Older children can count competently and reliably to ten and above. Number lines are used effectively to help children to recognise numerals. Children are developing an understanding of simple addition and subtraction within practical activities, such as using coins in role play and rhymes. They are able to solve simple mathematical problems through well planned activities that encourage them to sort and match by position, shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to improve their design skills as they cut, join and build in two or three dimensions, using an exciting range of natural and man made resources. They have chances to investigate and enjoy finding out which objects hold water, sink or float. Children are encouraged to recall past events, such as what they did at the weekend to help them develop a sense of time. They are finding out about many cultures and beliefs through routine activities and carefully planned topics.



## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are gaining control over their bodies as they climb, slide, dance and use wheeled toys. They negotiate space well, stopping safely and showing consideration to others. Children effectively use a range of tools to develop their hand/eye co-ordination. They use scissors, pencils and spreaders with increasing control. Children are learning about change to their bodies and to recognise the importance of staying healthy, such as by wearing hats and cream when playing in the sun.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have regular opportunities to explore colour, shape and texture as they create group and individual artwork using a variety of 'messy' materials. Exciting use is made of the role play area to develop children's imagination as it becomes a travel agents. Children freely express themselves to music as they paint and dance. They enjoy songs and action rhymes as they clap to the rhythms and sing enthusiastically. Children enjoy the stimulating range of traditional and cultural instruments.

**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 improving the following:
- the use of labelling to include pictures as well as print to further help children to understand that print carries meaning and to develop early reading skills.

*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.*