



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120152

DfES Number: 524089

INSPECTION DETAILS

Inspection Date 12/03/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pavilion Day Nursery
Setting Address The Ridings
Sunbury-on-Thames
Middlesex
TW16 6NX

REGISTERED PROVIDER DETAILS

Name St. Pauls Trading 3156851

ORGANISATION DETAILS

Name St. Pauls Trading
Address The Ridings
Sunbury-on-Thames
Middlesex
TW16 6NX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

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

How effective is the nursery education?

The provision of nursery education at Pavilion Day Nursery is generally good. It enables children to make very good progress towards Personal, Social, and Emotional Development and generally good in all other areas of the early learning goals.

The quality of teaching is generally good. Staff know the children well and plan out a range of age appropriate activities. Children enjoy free play activities and the well presented activities operating inside and outside simultaneously give children a greater choice. Children are encouraged to access all of the activities. Individual plans are in place to help support children with special educational needs. Resources are of good quality and organised well. Staff are skilled at developing children's independence and language. They encourage them to ask questions and encourage them to be confident talkers. Free play activities for funded children are presented in a caring and lively manner, but some minor aspects particularly in mathematics and knowledge and understanding of the world need to be further improved.

Staff observe and make some notes of children's learning but these observations need to be developed. Surrey assessment profiles have been established. Currently the assessment is not sufficiently frequent to help target individual learning and inform planning.

There have been significant staff changes recently which have effected the nursery, however, staff are working well as a team and continue to develop a collaborative approach to their work.

The leadership and management is generally good. The manager is effective in developing a committed staff. There is a robust system in place to monitor and evaluate the quality of teaching and identify staff training.

Parents spend time talking informally and formally to staff about their child's progress. They receive information about the nursery. Parents are encouraged to be involved in their child's learning by contributing their skills.

What is being done well?

- Relationships between staff, children and their parents are good. These help develop children's confidence and support their learning.
- Good opportunities are given to children to choose activities either inside or outdoors which operate simultaneously.
- Children are given good opportunities to be independent for example, by serving their own lunch and making choices as to how much and what food

they would like to eat.

- Children talk confidently in a variety of of situations and are developing a wider vocabulary.

What needs to be improved?

- opportunities to explore mathematics in a variety of ways, to include mathematical calculation through practical play and routines and rhymes;
- the observation system;
- the assessment system to include dates when stepping stones are achieved. Use this information to target learning and inform planning to include more challenge for older children;
- involve parents in their child's learning;
- opportunities for children to enjoy living things and objects to explore.

What has improved since the last inspection?

At the last inspection the nursery was asked to enhance the programme for language and literacy by providing more opportunities for children to listen to stories learning opportunities for children to associate sounds with patterns and rhymes, extend the use of technology and ensure that staff are aware of the Code of Practice for Special Educational Needs and include the Code in the nursery policy. The staff have worked well in increasing the number of stories read to the children and introduced story tapes. In small groups more sounds with patterns and rhymes are explored and a record made by staff to ensure all children benefit. More technology is now available, there is a computer and programmable toys which children use regularly. The Code of Practice for Special Educational Needs is now reflected in the nursery policy and a SENCO has been appointed for the nursery, however, they are yet to receive training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. Strong emphasis is given to independence, children choose what they eat and serve their own lunch. They concentrate on puzzles and sit quietly. They select activities from available resources and are learning to take care of their personal needs. They share and take turns, and are beginning to understand right from wrong. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Both younger and older children are confident talkers. They are encouraged to listen to the sounds of letters and are learning new words. They listen well to rhyming stories and know how books work. Children recognise their names and older children are beginning to write these correctly. Younger children enjoy mark making opportunities in a variety of different ways in the "office" and at the writing table.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are learning to count well, younger ones to five and older children to 10 and beyond. Older children are aware of the value of numbers. They recognise, shapes, and are able to compare big and small, explore volume and capacity through their play activities and understand about heavy and light through their cooking. However, practical play situations, routines and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children to notice changes that occur for example older children discussed the weather and enjoy exploring the magnets to find out how they worked. Children have opportunities to make models from construction and use the computer and programmable toys regularly. Children discuss their families and will visit the railway to support their "transport" theme. However, there is less opportunity for children to compare objects and explore living things.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children are given regular opportunities to develop their skills as they confidently balance, crawl and participate in the obstacle course. Staff are on hand to give support and encourage new skills such as helping children to balance on the beam. All children are aware of their bodies and keep them healthy. They use space well inside and outdoors. Both younger and older children learn to handle the mouse, scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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There are good opportunities for all children to use a variety of creative materials including paints, clay and three dimensional work. Children enjoy the role play corner where they make up their own scenarios in the "office". Cooking and tasting the end result, are in the programme. Children enjoy using their imagination, singing songs and through movement although there is less opportunity for children to explore instruments.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- opportunities to explore mathematics in a variety of ways to include mathematical calculation through practical play and routines and rhymes;
- develop the observation system to help assist assessment;
- review the assessment system to include dates when stepping stones are achieved. Use this information to target children's learning and inform planning. Include more challenge for older children;
- provide more opportunities for children to enjoy living things and objects to explore.

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.