

# Pavilion Pre School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	257921
<b>Inspection date</b>	13/10/2011
<b>Inspector</b>	Jacqueline Mason
<b>Setting address</b>	The Pavilion, Thieves Lane, Attleborough, Norfolk, NR17 2AP
<b>Telephone number</b>	01953452256
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Pavilion Pre-school is one of two privately owned facilities run by the same management team. It opened in 1971 and operates from a pavilion park building, with an enclosed outdoor courtyard area, in Attleborough, Norfolk.

The setting is registered to care for a maximum of 26 pre-school and 16 out-of-school children. The pre-school is open from 8.55am to 11.55am and 12.05pm until 3.05pm. The setting also operates a breakfast club, running from 7.30am to 8.50am and after school club running from 3.15pm to 6pm. A holiday play scheme running from 7.30am until 6pm through all school holidays except a week between Christmas and New Year.

The setting is registered on the Early Years Register and also both the compulsory and voluntary parts of the Childcare Register. There are currently 71 children in the early years age range attending the pre-school. There are 10 children on roll who use the out of school facilities. Children attend the setting for a variety of sessions throughout the week. The setting provides for children who have disabilities and/or special educational needs. Children with English as an additional language are also supported in the setting.

The setting employs 18 members of staff, including apprentices. The majority of staff hold appropriate early years qualifications to level 2, 3 and 4. There is also a member of staff who is a qualified teacher and has Early Years Professional Status.

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

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and implement it well, ensuring that outcomes for children are consistently good. Inclusion is generally promoted well to enable children to access activities that are age-appropriate and promote all areas of learning. Staff build positive relationships with parents and others who provide care and learning for the children. All necessary policies and procedures are in place and health and safety requirements are met. Methods to identify the settings' strengths and areas for development are effective in order to promote better outcomes for children.

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

To further improve the early years provision the registered person should:

- improve the key person system to ensure that parents are aware of who their child's key person is
- develop the systems for tracking children's developmental progress
- develop the systems to involve parents in their child's continuous learning and development.

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

Systems to safeguard children are well-implemented as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure that they are able to recognise the signs and symptoms of abuse and know how to report concerns. All staff undergo an enhanced Criminal Records Bureau (CRB) Disclosure check. Risk assessments are carried out to ensure that children are able to play safely indoors and outside and security of the premises is effective to prevent unauthorised access or children leaving the premises unsupervised. Effective emergency evacuation procedures are in place, ensuring that everyone is aware of their roles and responsibilities in an emergency.

Written policies and procedures, necessary for the safe and efficient running of the setting, are implemented and shared with parents to help them make fully-informed choices about their children's care. Staff share children's achievements with parents but the 'key person' system is not robust to ensure that parents know who the named person is who takes day-to-day responsibility for the care, welfare and learning needs of their child. Despite this, parents report that they find all of the staff friendly and approachable and are confident to talk to any member of staff if they had a concern about their child. Some parents contribute to their child's learning journal. However, this is not consistent for all children in order to actively involve parents in their child's continuous learning and development. Concerns about children's learning and development are managed sensitively and strategies put in place to support the child and the parents. There are currently a number of children on roll who have disabilities and/or special educational needs. Partnerships with others who provide care and learning for the children are effective, resulting in far-reaching outcomes to promote children's well-being and development. Highly successful transition arrangements are in place, helping children to manage the transition to school and settle quickly.

Leaders and managers communicate an ambitious vision for the setting and drive improvement effectively, acting as positive role models to guide staff. As a result, staff are motivated and have an enthusiasm about the setting that promotes it as an exciting place to be. The setting evaluates its practice critically using a wide range of methods that include all staff and parents. Management looks at ways of improving practice and make changes to the way they work in response to experiences. As a result, the setting is fully aware of its strengths and areas for development and has a clear and achievable action plan in place for developing and moving forward in their continuous improvement.

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

Staff gather useful information from parents when children first attend the setting to establish children's starting points and identify their likes and dislikes. Through this staff are able to provide activities that take into account children's interests

and provide excitement and stimulation. Planning, observation and assessment has recently been reviewed and changes made to the methods used for recording. The introduction of this new methodology means that the next steps in children's learning are immediately recorded, resulting in activity planning that is purposeful with clearly identified learning intentions. Learning journals are maintained for each child, with written observations and photographs as evidence. However, staff are aware that their systems for tracking children, to ensure that they are making progress across all areas of learning, are not robust and are working on ways to address this.

Children are developing independence as they are able to select which activities they would like to participate in. Space within the main playroom is used effectively with a lovely range of toys, resources and activities provided that promote all areas of learning. Outdoor play is available to children at all times and they have freedom of movement between indoor and outdoor spaces, promoting independence, fresh air and exercise. Their good health is promoted further because staff encourage them to wash their hands before eating and fresh drinking water is readily available at all times.

Staff are highly involved in children's play and learning and children's play is enhanced by staff who recognise opportunities to extend their learning, for example by helping children to understand how to operate the 'Bee-bot'. Staff help children to count how many times the buttons need to be pressed in order to make the robot reach the selected square on the 'letter-mat' grid and count with the children as the robot moves. Children use number language confidently and respond with assurance to predict how many more times they need to press the button. Children enjoy looking at books with staff both individually and in groups. They join in enthusiastically at story-time, suggesting the next line of text in simple stories with repeated wording. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

Children are confident, feel safe and come in to the setting readily and happily. They separate from their main carer with little or no problems and staff treat children with genuine and positive regard. Children are developing positive attitudes to others and play well together, seeking out their friends to share their play. They take part in imaginative play based on their own experiences, such as, playing 'families' in the role play area and include a stuffed toy that is introduced as the family puppy! Children also play based on imagined experiences, using the sit-on wooden car to 'tow' the wooden boat to the workshop to be repaired. Good behaviour and individual efforts are praised and children are developing an awareness of the need to share and take turns. Consistent behaviour boundaries are in place and unwanted behaviour is managed sensitively, taking into account children's age and level of understanding.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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