

Thorpe Pavilion Nursery

Inspection report for early years provision

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Inspector

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Setting address

Fitmaurice Pavilion, Pound Lane, Thorpe St. Andrew,
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Type of setting

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*.

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Description of the setting

Thorpe Pavilion Nursery was registered in 1982. It operates from the Fitzmaurice Sports Pavilion in Thorpe St Andrew, which is located on the outskirts of Norwich. There is a fully enclosed outdoor play area.

The nursery is registered to care for a maximum of 26 children at any one time. There are currently 45 children attending who are within the early years age range. The provision is registered on the Early Years Register. The nursery provides funded early years education for three- and four-year-olds. It opens each weekday during school term time. Sessions on Mondays, Wednesdays, Thursdays and Fridays are from 9am until 12pm, and from 12pm until 3pm. On Tuesdays, the nursery is open for stay and play sessions which run from 9.10am until 10.40am, 10.50am until 12.20pm and 12.45pm until 3.45pm.

The nursery employs eight members of staff, five of whom are qualified to level 2. The nursery manager and deputies hold appropriate early years qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has an inclusive approach and all children are settled, safe and secure. Overall, children make good progress in their learning and development. An efficient system is in place for observing, assessing and planning for children's development and learning outcomes. Good risk assessments are carried out to ensure the safety of the children while at nursery. Children benefit from good partnerships between staff, parents and carers. Regular self-evaluation by the manager and staff ensures that priorities for development are identified and acted on, resulting in provision that responds to all users' needs.

What steps need to be taken to improve provision further?

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

- include resources from a variety of cultures daily to stimulate new ideas and different ways of thinking
- review the planning of indoor spaces to ensure that children can access resources independently.

The effectiveness of leadership and management of the early years provision

The setting has clear written safeguarding procedures. All staff have a good knowledge of safeguarding procedures, which ensures children are safeguarded while at the nursery. Children depart the nursery very safely as staff monitor the

door and also ensure a password system is in place for the collection of children by unknown adults. Effective risk assessments are in place and carried out daily to ensure the safety of the children. Children's good health and well-being are promoted effectively through the nursery's efficient hygiene routines and their commitment to ensuring all steps are taken to prevent the risk of infection.

The manager and staff continually evaluate the provision and their own professional development, which promotes good outcomes for children. Staff contribute to the good quality policies and procedures prior to them being written. This ensures that the actions taken by the nursery are well targeted and bring about sustained improvements. Processes for managing the staff's performance and their professional development through one-to-one sessions, using a video camera to observe each other and buddy schemes are used very well. As a result, this further develops the staff's confidence and promotes good outcomes for children. The needs of individual groups of children are carefully considered when planning activities.

Overall, children benefit from a range of stimulating and fun resources which are accessible from low-level trolleys and boxes. However, children's ability to access some resources independently is limited due to the close proximity of some of the tables. While there are few opportunities for the children's work to be displayed, staff value this through encouragement and praise. The nursery works well in partnership with the parents and carers to meet the needs of the children. There is a weekly stay and play group for the parents and children aged two years. Children attending this group then filter into the nursery, which helps ensure a smooth transition. The nursery seeks and takes account of the views of the parents through verbal feedback, development sheets and learning journals. The nursery also encourages the parents to add photographs and annotations to the children's learning journals over the school holidays. Staff share these with the children on their return to the nursery. This helps promote good links between home and nursery. Parents are very happy with the care their children receive, describing the nursery as warm, caring and welcoming. The nursery is committed to working in partnership with others and takes a lead role in trying to establish effective working relationships with local schools to ensure a smooth transition between settings.

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

An effective settling-in process ensures that children are supported to develop a strong sense of belonging to the nursery. Staff encourage the parents to stay as long as needed to help their children settle in. Time spent at the beginning of the arrangement in gathering information about individual children ensures staff develop plans to enhance children's learning and development. Systems for assessing the children's learning and development are effective as the staff use their observations to plan appropriate next steps. Achievements are noted in their comprehensive learning journals, which are updated and shared with parents regularly to ensure that children's progress is well documented. Children display a strong sense of belonging and security within the setting and are clearly happy and

settled.

The nursery encourages children to be independent, washing their hands before snack and after going to the toilet, putting on their own coats before going outside and accessing their own snack and lunch boxes when appropriate. Children are able to access fresh drinking water at all times, which ensures they remain hydrated. Children benefit from free-flow access to the outdoor area, which allows them to develop their physical skills and to ensure they get plenty of fresh air to help promote good health.

Overall, children develop an awareness of the world around them through celebrating customs and cultures from around the world; however, resources promoting cultural diversity are not planned for daily. This means that children are unable to gain a full understanding of equality and diversity overall. Children develop good imaginative skills through well-resourced role play; they use suitable equipment and resources to open their own 'hairstressing salon' which the nursery staff eagerly attend. This also helps promote good communication and language skills. Children's communication, language and literacy skills are further developed through circle time, stories and songs. A quiet corner with cushions provides an area for children to relax or read a book with friends or on their own.

A comprehensive range of pens, crayons and paper ensures children are able to develop good mark-making skills, while a range of scissors help promote the safe use of equipment and develop children's hand-eye co-ordination. Children are provided with a range of resources to develop problem solving skills, while lots of resources depicting numbers support children's awareness of numeracy. Staff further support children's awareness of mathematics by using mathematical language as the children play. For example, while hammering nails into the boards the children are encouraged to think about the size of the nails and the hammers they are using. Children develop their creative skills through painting, sticking and messy play activities, which are easily accessible daily. Further skills are developed through the use of calculators, cash registers and telephones. Children also have access to a computer, which they use to learn further skills in knowing how to complete simple programs and controlling a mouse.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	2

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