

# Pavilion Day Nursery

The Ridings, Sunbury-on-Thames, Middlesex, TW16 6NX

<b>Inspection date</b>	15/03/2013
Previous inspection date	23/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The monitoring and evaluation of the educational programme and staff practice is not effective.
- There are inconsistencies in the practice, planning and delivery of the educational programmes and teaching, particularly communication and language.
- Self-evaluation is not thorough and does not identify and address key weaknesses to make continuous improvement.
- Systems to share information between the key person and other staff caring for their children are not successful.
- The organisation of large group time is not effective as a result, the needs of individual children are not met.
- The planning of activities to support children's creativity does not consistently enable them to express themselves freely.

### It has the following strengths

- Parents are provided with relevant information through discussion with staff and displays.
- There is a wide range of good quality resources and nursery rooms are spacious.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed adult interaction with children in all nursery rooms.
- The inspector met with the manager to discuss findings from observations.
- The inspector sampled documentation.
- The inspector gained the views of parents.

## Inspector

Maria Conroy

## **Full Report**

### **Information about the setting**

The Pavilions Day Nursery opened in 2001. It is managed by a voluntary management committee, made up of governors of St Paul's Catholic College. It operates from purpose built premises within the college grounds in Sunbury on Thames, Surrey. The committee also run an after school club from within the grounds. A maximum of 64 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. There are currently 98 children aged from six months to under five years on roll. Of these, 35 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs and/or disabilities. The nursery employs 23 staff, of whom 19, including the manager, hold appropriate early years qualifications and four members of staff are working towards a qualification.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the systems for monitoring and evaluating the educational programmes to identify inconsistent practice and provide coaching of staff to improve their effectiveness in helping children make as much progress as possible given their starting points.
- improve staff's knowledge and understanding of developing communication and language skills in young children so they make good progress in their learning.
- improve the organisation of the key person system to ensure that all staff know children's individual developmental needs.

**To further improve the quality of the early years provision the provider should:**

- develop the use of thorough self-evaluation through careful monitoring, using this as a focus to identify and address key weaknesses and to help improve knowledge, understanding and practice, to fully support children's achievements over time
- provide more opportunities for children to create and express themselves freely using a wide range of materials and resources, to support their developmental needs
- review the organisation of large group time, to provide more opportunities for children to have time to relate to their key person in small groups.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

There are inconsistencies in the delivery of the educational programme throughout the nursery. Some staff have a poor understanding of how children learn. As a result, they fail to provide sufficient opportunities for children to develop their communication skills. Staff complete observations on children and identify their next steps in their learning. However, the ineffective key person system prevents all staff from being familiar with the next steps of individual children. Consequently, they are unable to help children make good developmental progress.

The nursery does not consistently promote children's communication, language skills. Some staff fail to recognise the importance of how young children's communication and

language skills develop. For example, some children have a dummy left in their mouth for long periods, and are not able to learn how to express themselves verbally. As a result, very young children do not gain the necessary skills to move on in their learning. Some children have opportunities to listen to stories and they enjoy singing a variety of songs. They use 'makaton' sign language, and use actions, to help their understanding.

Children engage in a range of physical activities, they enjoy running under the parachute and squeal with excitement. Outside children have opportunities to dig in the sand, ride bikes and younger children enjoy the swing. Children use a variety of tools, such as paintbrushes, spades and they enjoy throwing and kicking balls. They have some opportunity to express themselves creatively however adult directed arts and crafts activities do not enable children to design their own unique creations. This limits children's ability to express their own ideas. Circle time in some nursery rooms, is not effective, children become fidgety and lose interest and the poor organisation of these sessions does not meet the needs of individual children.

### **The contribution of the early years provision to the well-being of children**

The key person system is not effective and consequently, not all staff working with children are aware of their individual developmental needs; therefore children do not feel secure. Overall children are beginning to learn through play how to stay safe. For example, they sing songs, teaching them not to touch as it is hot; while older children learn to use a knife to carefully cut their fruit during snack time.

Children are encouraged to have a healthy lifestyle; they take part in various physical activities: for example, they regularly take part in 'fit and fun', which supports their physical development. Children enjoy a balance menu, which the chef regularly reviews. Portions are sufficient for the ages of children who attend and they are adapted to meet the individual dietary needs of each child and their specific requirements. Children are encouraged to drink water throughout the day keeping them refreshed. Sleeping arrangements are suitable and the systems in place for storage for individual bedding prevents cross infection. A number of staff hold a first aid certificate and some are trained to provide specific care for individual children to meet their health requirements.

Children generally behave well. They are encouraged to be kind, to share and take turns. Children's confidence and self-esteem is promoted, because there are photographs of them taking part in a variety of activities and their work is displayed around the building. Children are able to make choices as to what they would like to play with and toys are stored at low level enabling easy access.

The nursery environment is welcoming with a wide range of play equipment. Children are divided into ages in the nursery rooms, enabling them to be provided with resources that are suitable to their stage of development. There are exciting areas such as tents to sit and listen to a story and space for children to build large structures, such as a toy train set. Labelled resources help children to tidy up and put things away, helping to maintain a

safe play environment.

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

Leadership and management are ineffective. There is poor monitoring of practitioners resulting in inconsistent practice throughout the nursery and poor identification of any specific support required. As a result, some staff are less effective in the implementation of the learning and development requirements. Systems for supervision and appraisals are weak. Managers have begun the process of observing practice in the nursery rooms. However, this is not effectively followed up, and therefore staff are not supported sufficiently in making further improvements. There are appropriate procedures in place to check staff suitability. Detailed induction for new staff provides them with the necessary information about the policies and procedures. Risk assessments highlight any hazards and enable staff to put preventative measures in place. Staff and the nominated person responsible for safeguarding have a suitable understanding of the procedures to follow if there are concerns about a child. Safeguarding procedures are shared with parents. A number of the staff hold a suitable first aid certificate and some have received specific training for particular medical procedures. Adult to child ratios are maintained throughout the day and children are supervised at all times.

Management and staff use self-evaluation to identify some areas for further development and include the views of parents and children. However, the process is not effective as it fails to identify weaknesses in the learning and development requirements. Partnership with parents is sound. Parents initially share detailed information with their children's key persons about routines and individual needs. This enables staff to know how to support each child's care needs, although their learning and development is not fully supported. Parents have regular opportunities to attend reviews of their children's progress. A record of the activities children take part in, along with their 'learning journey' records and a summary of their development, provides parents with an overview of how their child is progressing. Parents contribute to some of the nursery activities such as planting the nursery garden. Overall, parents spoken to are very happy with the care provided; they comment their children enjoy coming to the nursery. They have good opportunities to find out what their child does and they like the fact the chef will adapt menus to meet their child's dietary needs. The nursery staff work effectively with other professionals and they receive specific training which helps support individual care needs.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	120152
<b>Local authority</b>	Surrey
<b>Inspection number</b>	908349
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	94
<b>Number of children on roll</b>	141
<b>Name of provider</b>	St. Pauls Trading Limited
<b>Date of previous inspection</b>	23/06/2010
<b>Telephone number</b>	01932 780005

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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