

Thorpe Pavilion Nursery

Fitmaurice Pavilion, Pound Lane, Thorpe St. Andrew, Norwich, Norfolk, NR7 0UR

Inspection date

03/06/2013

Previous inspection date

08/12/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children show good levels of independence for their age. Staff encourage children's language and communication skills well, therefore, children are skilful in communicating their ideas and views and making their needs known.
- Partnerships with parents are fostered well, as staff work to ensure that there is a joint approach to children's learning.
- Children's health and well-being is effectively supported, as staff ensure good personal care routines are in place. Children spend time outdoors each day and enjoy physical exercise.

It is not yet good because

- The monitoring and performance management of staff is not sufficiently robust to ensure that staff practice and the quality of teaching is at a consistently high level to benefit children.
- Self-evaluation lacks rigour to identify all areas for development to benefit children, because it lacks input from the committee, parents and children.
- The outdoor environment does not fully provide children with an interesting and stimulating place for them to explore, build and role play.

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 met with the manager, chairperson and vice chairperson of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed activities indoors and outside.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other relevant documentation.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Thorpe Pavilion Nursery was registered in 1982 and is run by a committee of parents. It is registered on the Early Years Register. The nursery operates from the Fitzmaurice Sports Pavilion in Thorpe St Andrew, Norwich. It is accessible to all children and there is an enclosed area available for outdoor play. The setting serves children and families from the local and surrounding areas.

The nursery is open Monday, Wednesday, Thursday and Friday, from 9am to 12 noon and Monday to Friday from 12 noon to 3pm, term time only. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs eight members of staff who work directly with the children. Of these, three hold appropriate early years qualifications at level 3 and five hold qualifications at level 2.

What the setting needs to do to improve further

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

- develop the performance management and monitoring systems to ensure the quality of teaching is monitored and the information is used to shape staff's professional development.

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

- improve self-evaluation so that it more effectively identifies areas for development, to raise the standard of the provision for children, by gaining contributions from the committee, parents and children
- enhance the outdoor provision so this is always an interesting and stimulating space for children to play, explore, build and role play, to fully support children's learning.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements. They recognise that children learn through play and provide a warm and welcoming environment where children feel confident and secure. Children's starting points and interests are assessed as they settle into the nursery, so that staff get to know the children's abilities and can provide activities which interest them. The key person regularly observes children during their play, noting and tracking their progress. This information is meaningfully recorded in individual books, along with photographs demonstrating children's achievements. Parents regularly contribute their own observations to these records, ensuring that children's learning is a shared process. Staff appropriately plan activities, based on what they know about the children and their identified next steps for learning. Consequently, activities provide appropriate challenge and some new experiences, to promote children's learning. For example, noting children's interest in space, staff provide resources, such as a light box with torches, for children's imaginary play. Consistent routines are followed that help children develop in confidence and reassure children who are settling. Children are encouraged to tidy away at particular times during sessions and enjoy an appropriate balance of free play and group adult-led activities.

Staff effectively support children in becoming independent. Children choose what they would like to play with, decide when to have their snack or play outdoors. Some friendships are establishing, with children playing imaginative games in pairs or small groups. They chat freely during play, talking about what they are doing and sharing ideas. Staff initiate some conversations, for example, around the snack-table, and children eagerly recall recent events or talk about their family. Children are becoming confident communicators. They enjoy stories, sometimes asking staff to read to them. Staff use these opportunities to help develop children's vocabulary by talking about what they see in the pictures. Group story times encourage children to sit and listen, take turns in responding to questions and predict what might happen next. Children particularly enjoy sharing with the group the 'treasures' they have brought from home. Older children confidently hold pens between their thumb and two fingers, rather than the whole-hand grasp and are beginning to draw recognisable shapes and lines. Children find their printed name cards to self-register and some children write recognisable letters as they attempt to write their names on their pictures. Consequently, the satisfactory progress of the older children ensures that they have an appropriate range of key skills needed for the next steps in their learning.

Children explore a range of media and materials. They enjoy painting, creating many pictures and patterns. Older children are beginning to draw recognisable figures and carefully describe what they are drawing. Children select resources to develop their own creative ideas, for example, they start to make a puppet, cutting out a person shape pre-drawn on paper. Staff support this effectively by questioning what materials they might need and finding the required straw and sticky tape so they can complete their idea. Children are beginning to concentrate well on self-chosen activities. They are developing increased hand to eye coordination as they successfully use a hammer and small nails to attach shapes to a board. Staff suitably introduce some mathematical language into activities, such as talking about shapes and counting the number of pieces they have attached. Children have vivid imaginations, which they use in their role play. They create pretend cakes with play dough and mimic adult activities as they put on oven gloves to

bake these in the play oven. Children create their own dinosaur world with small world figures or become heroes, rescuing other children from the pretend mud. Planned activities appropriately enhance children's learning. For example, children return to play in the potting compost, finding shooting potatoes and carrots, which they carefully plant in pots. This leads them to remember what plants need to grow.

Partnerships with parents are a key strength of this nursery and, as a result, parents comment that they feel well informed, supported and involved in their children's learning. Parents are invited to share what they know about their children as they start at the nursery. Staff spend time during early settling visits talking to parents, which ensures that children's interests and starting points are identified and included in the planning of activities. Parents can view the weekly planning sheet and receive daily feedback about the activities their children have enjoyed, so they are kept fully involved.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. Staff pay close regard to the safety of the children and ensure that activities, resources and equipment are appropriate for their individual needs. Careful consideration is made of the daily presentation of resources indoors, which ensures that children can make independent choices of what they wish to play with. Children move freely between the indoor and outdoor environment for the majority of each session and frequently choose to play outdoors. However, the planning and resourcing of this area sometimes lacks the richness of resources to maximise opportunities for children to explore, build and role play.

Arrangements to help children settle into the nursery and build secure emotional attachments with their carers are effective. Staff work closely with parents to ensure they know all children's needs. Successful implementation of the key person system ensures children feel safe and secure in the setting and the individual needs of children are suitably met. Children are confident, play well together and are well behaved, demonstrating their understanding of the clear boundaries and expectations of the staff. Children are kind and offer to share and take turns with resources with little or no prompting. Staff act as positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you'. Regular praise and encouragement from staff helps to develop children's self-esteem and sense of achievement. The nursery is inclusive and children learn to respect and celebrate each other's differences.

Children are encouraged to be active. They energetically ride wheeled toys outside, manoeuvring these with control and coordination. Children climb and slide, beginning to understand about taking risks and considering the safety of others. For example, they wait patiently while the person before them climbs up and moves away from the bottom of the slide. Children experience a strong sense of achievement when they successfully try something new, such as riding the scooter. They are learning how to dress themselves appropriately for the weather and learn about safety in the sun. Children find their own sun hats and hang up their own jumpers. Consequently, children are becoming independent in their personal care. They visit the toilet and wash their hands with little

prompting from staff and daily routines reinforce good hygiene practices. Parents provide all children's meals and snacks. Therefore, their dietary and medical needs are duly considered. The nursery has developed sound relationships with the local schools, which supports the children in making a smooth transition as they become of school age.

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

The manager has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. She is working with the committee to ensure that the nursery is working within the framework and meeting its legal duties. The safeguarding and welfare requirements are understood and appropriate policies and procedures underpin practice in the nursery. Adequate recruitment procedures mean that staff and committee members undergo sufficient suitability checks. The manager provides capable leadership to her staff team and all staff convey a genuine enthusiasm for their work, which is evident in their interaction with the children. However, the ongoing monitoring of the educational programmes and performance management of staff is not fully established, which means that any practice or training issues are not clearly identified and addressed appropriately. This also results in some inconsistencies in staff practice and the quality of teaching, in particular around planning and resourcing the outdoor area, which occasionally lacks depth and challenge for children.

Staff are proactive in ensuring that children's safety is maintained and the children are carefully supervised both indoors and outside. Appropriate systems are in place to assess risk and to ensure that the premises are safe and secure, in order to fully protect children. Staff are clear about their responsibilities with regard to safeguarding issues and have undertaken relevant training so that any concerns can be effectively managed.

The manager has a clear vision to improve the service provided and has developed an action plan, considering the views of the staff team. This has brought about satisfactory improvements to the premises and suitably addressed the recommendations from the previous inspection. However, the views of the committee, parents and children have not been drawn together to form a cohesive long-term action plan, intended to drive continued improvement.

The nursery builds close working relationships with parents and, as a result, parents are kept fully informed about their children's learning and development. For example, they receive daily verbal feedback from staff and have regular opportunities to view their children's assessment records, contribute photographs or write in their own observations. Parents also provide detailed information about their child's abilities, interests and needs as their children start in the nursery. Consequently, children's learning and development is effectively shared. Parents comment that they feel that staff are approachable, their children enjoy their time in the nursery and that they are involved in their children's learning. Some parents help on a rota basis, which enables them to share in their children's experiences in the nursery. Wider partnership working with professionals and other providers of the Early Years Foundation Stage effectively supports individual children.

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

Unique reference number	EY271072
Local authority	Norfolk
Inspection number	907772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	64
Name of provider	Thorpe Pavilion Nursery Committee
Date of previous inspection	08/12/2011
Telephone number	01603 701680

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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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