

Pavilion Nursery (Catford) Limited

The Pavilion 1st Floor, Catford Cricket Club, Penerley Road, Catford, London, SE6 2LQ

Inspection date

Previous inspection date

22/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The team works very well together and they give consistent care and education to the children.
- The key person system works well to support children's learning and development.
- The staff have a good knowledge of the early years curriculum and use it effectively to promote good learning opportunities for children.
- Home book packs have been developed thoughtfully and well to support parents to teach their children at home.
- The support for two-year old children and their families is very good and children settle well.

It is not yet outstanding because

- The recording of children's progress and development does not always focus sufficiently on planning for the children to achieve skills as they move towards achieving the early learning goals.

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 held discussions with staff members.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked with parents and considered their views.
- The inspector had a discussion with the manager.
- The inspector viewed a range of relevant documentation including children's records, assessment and planning documents, and some policies.
- The inspector observed children's activities, resources and displays.

Inspector

Lena Engel

Full report

Information about the setting

The Pavilion Nursery (Catford) was registered in 1996. It re-registered as a limited company in 2013. It operates from a two-storey sports pavilion in a residential street in Catford, in the London Borough of Lewisham. The nursery has use of the whole of the first floor of the building, comprising of three playrooms, children's toilets, and staff facilities. The nursery kitchen is located on the ground floor and there is an enclosed play area to the rear. The nursery is registered on the Early Years Register and is open every weekday, all year round, from 8am to 6pm. There are currently 52 children on roll aged from two to four years, and the nursery is in receipt of funding to provide free of early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery also currently supports children who speak English as an additional language. The nursery employs nine members of staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- continue to develop the assessment systems so that planning of the programme identifies more precisely what skills the children need to learn next to work towards achieving the early learning goals.

Inspection judgements

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

Staff provide a safe and stimulating play environment in which children make good progress. This is because adults have a good knowledge of the learning and development requirements. Children confidently explore the wide range of quality resources across the three mixed-age range rooms and develop good skills in all areas of learning. Children enjoy experimenting and develop sophisticated fine motor skills when they mould newly mixed dough and paint with a selection of brushes and sponges. They search for snails and worms in the muddy grass in the garden and are supported well by adults to talk about what they find. Staff teach communication and language skills which are linked well to children's interests. For example, children are investigating building techniques because they pass a construction site regularly and notice the vehicles and men at work. There is a good display to represent this interest in building in the play room and children have contributed some expressive drawings about what they are learning. Staff promote the enjoyment of role play by engaging proactively in children's games in the home corner and stimulating sharing and communication. There is very good emphasis on reading and it is clear that adults respond well to children's interest in books and stories. They read to children whenever they are asked and ensure that these individual or small group

interactions are loving and meaningful. Children learn to recognise and write their own names and are taught well to learn the initial sounds of letters. Good literacy skills are also promoted through well-organised book bags that the pre-school children share with their parents at home. In such a way children develop good skills that support them well as they transfer to local primary schools. Staff teach children well to develop their mathematical skills. Children learn through first-hand experiences to count, to recognise and name shapes, and to compare sizes. For example, they count the plastic ducks as they remove them from the pond when they act out the familiar nursery song 'Five Little Ducks Went Swimming One Day'. They are also challenged well by adults to learn mathematical language when they talk about directions and follow the instructions to tidy up and put resources back where they belong. Older children competently use a computer, showing good skills with the mouse as they manoeuvre around the programmes.

Staff have a good awareness of the importance of outdoor play. They ensure children have good access to a full range of activities outdoors, all year round. Children thoroughly enjoy exercising as they ride bikes, and enjoy stretching and balancing on the climbing frame. They have a very effective outdoor book corner beneath a tree with laminated books hanging from the branches. The display is very attractive and ensures that children read and share books both indoors and outside. Children are supported well to learn about the life cycle of animals, and dig and grow fruit and vegetables, such as potatoes, broccoli, tomatoes and carrots. Staff provide good opportunities to visit local shops and the library. These regular walks around the local community help children learn about their local environment and the services that are offered. Overall, children are taught well by the staff who effectively plan adult-led activities to encourage new skills and knowledge. Parents meet regularly with staff to discuss children's achievements and progress. Children's development records include written observations and examples of their work, and show their achievements and next steps for learning. Overall, managers have very good support systems in place to develop practitioners' skills. Staff effectively implement the progress check for children aged two years. They provide well written summaries of children's progress which they share with parents. There are good systems to identify children with special educational needs and/or disabilities. Staff follow good procedures and work effectively with other agencies to support children's individual needs and plans for learning.

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

Children are very happy and settle quickly at the nursery. The key person system effectively enables staff to have a thorough understanding of each child's needs and abilities. Staff communicate well with parents to ensure that they follow their children's individual home routines at nursery. Staff are caring and loving. They listen well and they demonstrate that they are really interested in what the children have to say. This level of engagement has very positive outcomes for children's learning. They make good progress in social skills, such as sharing the equipment and taking part in conversations. The daily routines are used well to reinforce these skills and there is a good visual timeline to remind children and their parents what they will be doing during the day. Snack and lunch

times are social events when children learn to be independent by helping themselves to food and pouring their own drinks. Mealtimes are also relaxed moments in the busy day when adults and children exchange information and playful banter. Children eat well and are confident to ask for second helpings and serve themselves. Adults provide clear explanations in a kindly way when behaviour is not acceptable and encourage children to resolve simple disputes by saying sorry and expressing their feelings to each other. This means children learn right from wrong and to care about their friends. Children have a clear sense of belonging; they happily approach adults for help and cuddles as needed. The positive relationships with staff enable children to be happy and confident in their play. Staff encourage children to be independent and to take responsibility. Children readily help tidy up, independently go to the toilet and get their coats for outside play. This helps prepare children well for school. Children develop a good awareness of healthy lifestyles. They enjoy freshly cooked, appetizing meals and eat as much as they want to satisfy their appetites. Menus are well balanced and nutritious. Parents are encouraged to value healthy eating and the nursery cook shares menus and recipes that parents can use at home with their children.

Children's physical development is well fostered as they play outside in all weathers. They enjoy using a wide range of stimulating resources in the inviting outside play area. Older children show good coordination skills as they ride a range of wheeled toys, catch and throw balls, and run races. Staff follow robust hygiene procedures to prevent the risk of cross infection when they change the younger children. Staff work sensitively with parents to potty train children who are still in nappies. Children learn about the importance of keeping themselves safe and healthy. They practise regular fire drills so they know what to do in an emergency. All children learn to use the stairs safely as they go out to play. Children are aware of safety rules within the nursery. They know they must not run inside and need to be careful of others when using wheeled toys outside. There are effective systems in place when children move on to school as the nursery has developed good links with local schools.

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

Leadership and management of the nursery is strong and has a positive impact on children's health, well-being and learning. The manager and deputy work very effectively together to lead a caring, enthusiastic staff team. The systems for risk assessing the nursery are very good and well documented. This helps ensure children play in very safe, stimulating, child-friendly play areas both inside and out. Children stay safe as the nursery has rigorous safeguarding procedures in place. Staff clearly understand their responsibilities to safeguard children and effectively fulfil requirements when children have accidents or specific medical conditions. They receive thorough health and safety, and safeguarding training during induction and thereafter through regular training opportunities. The nursery displays safeguarding information so parents and staff are aware of the nursery's child protection responsibilities. Parents can also access all policies on the information board. Recruitment, induction and appraisal systems are strong so children are well supported in their learning by well qualified and confident staff. Staff are

enthusiastic and encouraged to develop their skills and knowledge. They have access to on-line training systems and are supported to take higher level qualifications. There are very good systems in place for identifying good quality staff performance through effective supervision and appraisal systems. The management team has a thorough understanding of their responsibilities to ensure they meet children's development requirements. The company has effective methods for observing and recording children's learning and interests, which staff use well to aid their planning. However, staff are continuing to develop and refine the assessment of children's progress and want to make further changes to improve the focus on supporting children to work towards the early learning goals. There are well established systems for monitoring the nursery staff, which include management observations to identify any training needs.

The manager is well supported by the owner and both are highly motivated to provide high quality care and learning for all children. Staff and parents contribute to the self-evaluation process which effectively identifies areas for future development. Staff continually observe the children and make changes to ensure children's needs are met. Parents are kept well informed of any changes. Partnerships with parents are very positive. They are very happy with the support and care and learning their children receive. They feel staff are very friendly, caring and approachable and they appreciate the high quality meals, premises and resources. They feel well informed about their children's time at the nursery through regular discussions and meetings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464237
Local authority	Lewisham
Inspection number	924120
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	52
Name of provider	Pavilion Nursery (Catford) Limited
Date of previous inspection	not applicable
Telephone number	02086980878

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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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