

Pavilion Day Nursery

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

Inspection date	04/02/2014
Previous inspection date	15/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children can be very independent, active learners in this well-organised and child-friendly learning environment, both indoors and outside.
- The manager has created a good range of methods to bring about improvements to the nursery, involving parents and staff in the process.
- Children enjoy extensive opportunities for child-initiated play, as well as innovative adult-led activities.
- Parents have good opportunities to build a strong partnership with the nursery staff. This supports the consistent care of children.

It is not yet outstanding because

- Staff do not consistently extend children's critical thinking skills by using open questions, for example
- The manager's methods for monitoring the curriculum do not fully identify achievement gaps that groups of children, such as boys, may have.

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 children at play in all the playrooms and outdoors.
- The inspector and manager carried out a joint observation.
- The inspector examined a range of documentation.
- The inspector met with the manager to discuss safeguarding and monitoring issues.

Inspector

Susan McCourt

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. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. There are currently 134 children aged from six months to under five years on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities as well as those with English as an additional language. The nursery employs 41 staff, of whom 32 hold appropriate early years qualifications. The manager and deputy have Early Years Professional status.

What the setting needs to do to improve further

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

- enhance children's creative and critical thinking by improving staff skills in supporting children to solve problems independently

- enhance the monitoring systems by assessing how different groups of children are achieving, such as the different genders, or children with English as an additional language.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a broad and balanced curriculum which ably covers all areas of learning. Children can be very independent in the well-organised learning environments, both indoors and outside. Staff are skilled at supporting children's independence in child-initiated play and are also very responsive to children's interests in adult-led activities. As a result, children are continually engaged in purposeful play and make good progress in their learning and development.

Staff have good teaching skills. While children play, staff are alongside at their level talking with children and engaging them in conversation. With babies, staff echo their vocalisations and facial expressions to build a communicative atmosphere. Staff also emphasise key words for babies so that they can begin to say single words, such as car and blue. With toddlers staff use longer sentences and provide activities which consolidate

children's growing vocabulary. For example, children enjoy jumping on different coloured shapes of carpet as staff ask them to find a green circle or a yellow triangle. This activity is also very effective at supporting children who are active learners. Pre-school-aged children enjoy longer conversations with staff as they share their experiences and ideas. In this way, all children make good progress in their communication and language skills. Staff use adult-led activities very skilfully to teach children particular skills. For example, they have a particular box of carefully selected toys and equipment which is used for short, planned times. The staff use the toys to engage even very young children in turn-taking, operating technology or just being very absorbed in sensory exploration. This has a strong impact on children's emerging curiosity and gives them confidence to explore. Staff support children to use a wide range of materials independently. For example, children enjoying art and craft activities can use glue, paint, paper, fabric, feathers and glitter in any combination to create their own designs. Coloured sand, foam, cornflour and pasta entice children to play and manipulate the different textures and materials. They can experiment with the particular properties of the materials by seeing how they stick, pour or make marks. This kind of experimentation supports children in their emerging skills in creative and critical thinking. However, staff do not consistently extend this learning by asking open questions designed to encourage children's problem-solving, and practise their thinking skills. Children make good progress in their mathematical skills. Staff are careful to hold their fingers up as they count with babies, so that from a young age children are picking up early counting skills. Older children recognise numerals and learn about shape, such as when playing with inset puzzles or identifying pieces of train track that will fit together.

Staff work closely with parents to gather the children's starting points and interests. Staff make observations of children's achievements and use them to devise accurate next steps in children's learning. Staff then plan activities to help children meet those next steps. Staff make regular summary assessments of children's achievements in each area of learning and track them against expected levels of development. Staff also devise a summary of children's next steps in each area, so that children's development is continually fostered in every aspect. Parents also contribute their comments and ideas to this process. Staff undertake the progress check for two-year-old children as part of the regular summary assessments. Staff can identify children's strengths and any achievement gaps, and plan interventions to address them. As a result, children make good progress given their starting points and capabilities.

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

Staff operate a very effective key person system to support babies and children through their time at the nursery. Staff meet with parents and work closely together to establish the child's care needs, languages spoken at home and any allergies or dietary requirements. Parents can take their time to help children settle and staff are attentive to children's sense of security in the nursery. As a result, children are soon confident to separate from their parents and are comfortable with their surroundings. Children see their photographs included frequently in displays, and they have their own boxes and pegs for their belongings. This helps children to feel a strong sense of ownership in the nursery.

Staff are careful to follow the home routine of babies so that they are comfortable and settled. The nursery routine is well-established and staff's consistent care helps all children to feel secure. As children grow, they are well-supported to move on to the next age group as they have regular visits which increase in length to familiarise them with their new surroundings. The learning environment is a key strength in the nursery. The rooms are well-designed and spacious, so children can explore a wide range of activities, supplied with good quality toys and equipment. Each of the rooms leads to a dedicated outdoor space for that age group, and again, the areas are well-equipped for the whole curriculum. The routine supports children's free choice of activities and movement around the play spaces, so children can set their own challenges and follow their interests. Children have time to develop and extend their play, which helps to build their concentration skills.

Children have good opportunities to learn about healthy lifestyles. Meals and snacks are freshly prepared each day to provide a balanced diet which caters for a range of dietary preferences or allergies. Staff have an accurate knowledge of each child's dietary needs and follow rigorous routines to ensure that children have the correct food. At snack time older children help to prepare the fruit for their friends, safely using knives to cut the fruit and putting it into bowls. Children adopt good hygiene habits because staff have well-established routines. Children wash their hands before eating and after messy play. They dispose of used tissues appropriately and this helps to minimise the risk of cross-infection. Children's physical development is good. They have time to practise putting on shoes and coats so their self-care skills are well-fostered. Outdoors there is a range of good quality equipment to support children's large muscle growth, such as bicycles and things to climb on. Children enjoy digging and hunting for bugs, as well as different running games. Children's small muscle control is also well-fostered as children have lots of opportunities to manipulate small items in craft and small world play. They skilfully handle brushes, glue sticks and scissors which help develop their early writing skills. Staff are good role models for children to learn about safety and how to manage risk. For example, children handle cutlery and appropriate knives when preparing fruit at snack time.

Children are well-behaved. They learn to take turns and cooperate in play from a very young age. Children take responsibility for tidying their things away after playing and enjoy helping staff. Children are confident to share their ideas and experiences in small group times. They show great persistence when trying to achieve a new skill, such as threading a cotton reel onto a shoe lace, and great pride when they succeed. Staff are attentive to children's moods and dispositions, and take a firm and gentle approach where children display challenging behaviour. As a result, overall children are acquiring the skills they need to help them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. Policies and procedures are detailed and regularly reviewed. All staff are checked as to their suitability and they have a strong working knowledge of the

safeguarding and whistleblowing policies. This means they know how to report any concerns they may have about the welfare of a child. The manager has established rigorous recruitment procedures and probationary periods, with ongoing supervisions and appraisal. This means she can support the ongoing development of staff and set targets for quality and consistency. Documentation is well-managed and this supports the smooth running of the nursery. For example, registers are pre-printed so that staffing ratios are clearly met. Staff also deploy themselves well to make sure that they are consistently supervising children. All other documentation is also well-organised, which underpins children's well-being.

The manager has made strong and effective progress on all the actions and recommendations made at the last inspection. She has established a system for monitoring the curriculum and children's learning, using a variety of techniques such as observing in the playroom and meeting with staff. As observations and next steps are recorded digitally the manager can analyse the achievements for each age group and identify any achievement gaps that would indicate areas for improvement. However, she cannot analyse the data in terms of comparing how boys and girls achieve, or look at all the children with English as an additional language, say. This means she cannot fully examine the impact of the curriculum on these groups of children. The manager works with staff, parents and children to evaluate the provision, putting into effect their ideas where they will have a positive impact on children. For example, parents asked for an additional parent's evening to discuss children's progress and staff initiated a daily sheet with ideas for how to continue children's activities at home. The manager is seeing an impact on children's development because of these and other initiatives and has set well-targeted plans for the future to continue the very effective progress.

Parents receive a good range of information about the child's day. Staff write down the details of the care that younger children receive, such as their sleep times and meals. Staff also give details of children's activities and the regular summary assessments are an opportunity to share how the child is developing in their learning. Parents add their comments to the learning journal and share children's significant milestones in 'wow' statements, which help to celebrate a child's first steps, for example. Parents contribute to the nursery by attending the parents' forum and running activities such as a gardening project or marking Chinese new year. This builds a strong partnership between parents and the nursery. The manager has established good professional relationships with schools and the local authority. For example, where children have additional needs, she quickly identifies help so that parents and staff can share strategies to support the child. The manager works closely with receiving schools so that parents and children can move on to the next stage of children's learning smoothly.

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	120152
Local authority	Surrey
Inspection number	911117
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	134
Name of provider	St. Pauls Trading Limited
Date of previous inspection	15/03/2013
Telephone number	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
Store St
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M1 2WD

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