

Thorpe Pavilion Nursery

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



Inspection date

7 December 2015

Previous inspection date

3 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The newly-appointed manager is extremely enthusiastic and ambitious for what he aims to achieve to ensure high standards of provision. He has implemented a well-targeted action plan to drive for continued improvement.
- Staff are committed to their ongoing professional development. They enthusiastically take on new responsibilities in the setting. They access training to extend their knowledge and skills, in order to provide good quality experiences for children.
- Staff are skilled in following children's interests, extending their learning and enabling them to follow their own ideas. Children are imaginative and motivated as they engage in activities which interest them.
- Staff's assessment of what children know and can do is accurate and completed regularly. They use this information to plan activities and experiences that meet children's individual needs and help them to learn.
- Staff are highly responsive to children's needs and are consistently on hand when children seek them out for support. They manage children's behaviour positively and help them learn to share, take turns and value others.
- Staff regularly and accurately monitor the progress children make. This means any gaps in learning are quickly identified and appropriate support is put in place.

It is not yet outstanding because:

- Although staff have recently undergone targeted training to build their confidence and skills, systems for the supervision, performance management and ongoing training of them are at an early stage.
- Staff sometimes miss opportunities to promote children's learning and extend their thinking during daily routines.

What the setting needs to do to improve further

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

- build on current arrangements for monitoring staff's performance and identify ongoing training opportunities that focus precisely on developing staff's teaching skills to the highest level
- use daily routines more effectively, so that children's learning is promoted throughout the day.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the records of children's learning and development and the setting's policies, procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The manager checks and reviews the quality of the provision regularly. The views of staff, parents and children are gathered as part of this process, in order to continue to make improvements to what is offered to them. For example, at circle time, children discuss what they have enjoyed doing during the day. They then make suggestions as to what they would like to do the next day. This helps to support their interests and future learning. Staff confidently suggest ideas for exciting activities and interesting displays in the setting to promote children's learning and stimulate their interest. The arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse and have a clear understanding of the procedure to follow if they have concerns. The manager has a thorough set of policies to underpin good practice. These are shared with parents, in order to keep them well informed of the setting's procedures.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn. They are enthusiastic and motivated as they follow children's lead in play and extend their learning through effective questioning. Children thoroughly enjoy sustained learning opportunities outdoors. Staff join in and add resources to extend children's learning and to enable their interest and ideas to develop as they play. Staff know the children well as they regularly observe them during play. Staff also gather information from parents when children first start. They regularly share information with them about children's learning and progress. This helps parents to support children's learning, giving them ideas for activities to continue at home which children enjoy in the setting. Parents are complimentary of the setting and value this sharing of information. Children are given regular opportunities to practise their early writing skills, such as when they choose to paint and draw. They have daily opportunities for counting and sorting as staff promote their learning in mathematics.

Personal development, behaviour and welfare are good

Children display confidence and staff help them and their families to feel valued. They learn about each other's families and cultures and begin to recognise similarities and differences, for example, in the words they use. Children develop independence as they are encouraged to manage their personal needs and dress themselves appropriately for going outside. Children's self-esteem is promoted well and staff offer regular praise for the efforts they make. They learn about responsibility and are encouraged to tidy away toys and clear after snack. Children have exciting opportunities to be active indoors and outdoors which support their physical well-being. As they rock on a see-saw together, they are mindful of how to use it safely. They discuss rules, such as making sure it stops first before getting off. Children are given clear and consistent messages by staff about keeping themselves safe, such as not running inside to prevent someone getting hurt.

Outcomes for children are good

Staff plan appropriate but challenging steps to support children to move on to the next stage in their learning, including school. All children make good or better progress as they are skilfully supported by knowledgeable staff.

Setting details

Unique reference number	EY271072
Local authority	Norfolk
Inspection number	1028337
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Thorpe Pavilion Nursery Committee
Date of previous inspection	3 June 2013
Telephone number	01603 701680

Thorpe Pavilion Nursery was registered in 2003. The nursery employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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