

Pavilion Pre-School Nursery @ The Old Auction House



The Old Auction House, Thieves Lane, ATTLEBOROUGH, Norfolk, NR17 2AP

Inspection date

Previous inspection date

15 May 2017

20 January 2014

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's development is assessed at regular intervals. However, some of the assessments are not accurate. Consequently, activities are not always sharply focused on children's abilities and learning needs.
- The monitoring of the quality of the pre-school, including staff performance, is not rigorous enough to ensure improvement.
- Staff do not provide opportunities for children who speak English as an additional language to play in their home language. Children are not consistently given sufficient support to develop their language skills and make good progress.

It has the following strengths

- The indoor and outdoor environments are stimulating and well resourced. They enable children to independently access a range of resources, which covers the different areas of learning.
- Children are confident. They thrive in the welcoming environment. Children have formed close relationships with staff. Consequently, their emotional well-being is well supported.
- Staff are positive role models. They help the children to consider the feelings and emotions of others, to support them to manage their behaviour appropriately.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement a consistent system for assessment to accurately monitor and track children's progress and use this information to inform the planning of challenging activities that sharply focus on their precise learning needs, therefore supporting them to make the best possible progress	20/06/2017
■ develop the arrangements for staff supervision to ensure there is a well-established programme of professional development to coach and support staff to improve the quality of teaching	20/06/2017
■ ensure that reasonable steps are taken to provide opportunities for children to develop and use their home language in play to support their language development and promote their communication skills.	20/06/2017

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the pre-school deputy manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of possible abuse and how to report any concerns regarding a child's welfare. The manager monitors staff performance through regular supervisions and appraisals. However, defined targets for improvements to staff practice have not been established. Feedback from parents is positive. They comment on how well their children have settled at pre-school and the progress they are making.

Quality of teaching, learning and assessment requires improvement

Children receive a warm welcome at this friendly pre-school. Staff understand that children learn through play and they routinely observe children's development. However, they do not consistently use this information to plan activities that meet their individual needs. Weaknesses in assessment mean planned activities do not always provide appropriate levels of challenge. Staff interact with children skilfully, they pose appropriate questions and give children the time they need to respond. However, staff have not considered how to fully support children who speak English as an additional language. Consequently, children are not making the best possible progress in their language development. In spite of these weaknesses, children enjoy their time at the pre-school and access a stimulating range of resources, covering all areas of learning. For example, all children benefit from regular free-flow access to the well-resourced outdoor area.

Personal development, behaviour and welfare are good

Children are happy. Staff have a caring approach and are sensitive to children's individual needs. This means that children settle quickly into the pre-school and that their emotional wellbeing is well supported. Children have very good opportunities to learn about the importance of healthy lifestyles. They talk about the food that is good for them at mealtimes. They know about handwashing before meals and are as independent as possible according to their stage of development. This helps to promote their physical health and well-being effectively. Behaviour at the pre-school is good because staff are effective role models and share consistent expectations. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move on to school.

Outcomes for children require improvement

Most children at the pre-school are working comfortably within the range of development typical for their age. Children develop some of the key skills needed for the next stage in their learning, particularly in terms of their emotional development. However, the inconsistency in assessment means that the information on children's learning and development is too unreliable to have a clear and accurate view of children's progress.

Setting details

Unique reference number	EY468431
Local authority	Norfolk
Inspection number	1088216
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	64
Name of registered person	Vera Julia Dale
Registered person unique reference number	RP910166
Date of previous inspection	20 January 2014
Telephone number	01953452256

Pavilion Pre-School Nursery @ The Old Auction House re-registered in 2013 when it moved to new premises. It is one of three privately owned settings that are run by the same management team. The nursery employs 22 members of childcare staff. Of these, 12 have appropriate early years qualifications at level 3 and five at level 2. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three and four-year-old children. It supports children who speak English as an additional language.

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