

Pavilion Pre-School Nursery @ The Old Auction House



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

Inspection date	19 January 2018
Previous inspection date	15 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 manager, deputy and staff team have worked hard to address the actions raised at the last inspection. The quality of teaching is consistently strong, children make good progress in their learning and develop the skills they need for their eventual move on to school.
- Children show high levels of motivation and take part in a wide range of well-planned activities. Staff involve themselves in children's self-chosen play, asking questions and providing explanations to help children develop their understanding.
- Parents report that their children settle quickly at the setting. They appreciate the settling-in sessions and the good support staff provide children when they first start attending. Children's good behaviour shows that they feel safe and secure.
- Staff receive regular support meetings with the management. They discuss the quality of teaching and identify areas for development. Staff are encouraged to continually enhance their knowledge by working towards further qualifications.

It is not yet outstanding because:

- The management do not consistently monitor the impact of teaching, to precisely target further support for children who access additional funding.
- Staff do not consistently use highly successful strategies to encourage and engage all parents in their children's learning.

What the setting needs to do to improve further

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

- monitor even more precisely the impact of teaching, to further target specific programmes of support and help all children to make rapid progress
- extend strategies to involve parents even further in children's learning, both in the setting and at home.

Inspection activities

- The inspector observed teaching practices indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector held discussions with the manager, deputy manager, special educational needs co-ordinator, children and parents at appropriate times.
- The inspector viewed some of the setting's documentation, including evidence of suitability checks for members of staff and the safeguarding policy and procedures.
- The inspector sampled children's learning records.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the signs and symptoms that may indicate a child is at risk from harm. They know how to report their concerns to the relevant authorities. Staff take part in regular professional development to gain ideas of how best to support children's learning. After training on how to support children who speak English as an additional language, staff developed a range of ways to help children use their home language in their play. For example, they translate phrases from favourite stories into a range of languages and help children to count using their home language. Staff make regular assessments of children's learning and use these effectively to plan challenging activities that children enjoy. Staff discuss their assessments of children's progress with the management, and together they identify further ways to help children achieve their identified next steps in their learning.

Quality of teaching, learning and assessment is good

The manager and her deputy regularly role model good teaching skills for their staff. This helps staff develop a secure understanding of how they can help children to learn. They observe, listen and interact well with children. Children show good levels of involvement as they play. Staff support children to develop their communication skills. They ask questions to encourage children to talk, such as 'how did you make it?' as children play with the playdough. Children listen to staff and their friends well and are keen to join in with activities. For example, children enthusiastically join in with staff to retell a story about a hunt for a bear. They enjoy joining in with phrases from the story and excitedly pretend to hide from the bear at the end. Children learn to talk about their emotions. Staff help children to talk about what makes them feel happy or sad. Children talk confidently as they say they feel happy when they read books.

Personal development, behaviour and welfare are good

Children have lots of opportunities for exercise and fresh air in the large outdoor area. They enjoy riding on scooters as they practise steering around objects. Children balance carefully, with support from staff, as they climb onto crates, step on each one and jump off the other side. Staff provide opportunities for children to find out about their local community. For example, children visit the library where they took part in an activity to spin wool. Children learn about the wider world. For instance, staff plan activities for children to learn about a range of festivals and celebrations from different cultures.

Outcomes for children are good

Children show high levels of confidence at the setting. They are keen to share their play and learning with adults and talk about what they like to do. Children show an interest in books and understand that print carries meaning. They join in well with rhythmic activities. Children use numbers spontaneously in their play. They recite number names in order up to 10. Children who speak English as an additional language show good levels of understanding as they follow instructions, such as putting their own belongings away.

Setting details

Unique reference number	EY468431
Local authority	Norfolk
Inspection number	1099371
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	42
Number of children on roll	56
Name of registered person	Vera Julia Dale
Registered person unique reference number	RP910166
Date of previous inspection	15 May 2017
Telephone number	01953452256

Pavilion Pre-School Nursery @ The Old Auction House 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 setting employs 26 members of childcare staff. Of these, 12 have appropriate early years qualifications at level 3 and six at level 2. The deputy manager holds early years professional 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, and supports children who speak English as an additional language.

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