

# Pavilion Pre-School Nursery

The Pavilion, Thieves Lane, Attleborough, Norfolk NR17 2AP



<b>Inspection date</b>	8 February 2019
Previous inspection date	12 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 management team is reflective and seeks to continuously improve the service they provide. They use peer observations and coaching to develop and support staff practice. This contributes to the consistently good quality of teaching throughout the setting.
- Staff support children to develop physical skills and concentration while using tools, such as scissors and rolling pins to manipulate dough. They encourage children to use the dough in an imaginative way. For example, children pretend their dough shapes are either snakes or wheels for a bus.
- Staff promote children's growing vocabulary. For example, they consistently comment on children's actions. This helps to build children's understanding and language skills.
- Children develop key skills for their next stage in learning. For example, they concentrate during play, listen carefully to staff and eagerly answer questions during group activities.
- Staff talk to children in a sensitive way, which supports their emotional well-being and helps them to feel safe and secure. They talk to children about their feelings, as well as the feelings of others. This helps children to understand how their actions can affect others and encourages them to think about ways they can be kind.
- Parents praise the 'lovely' staff. They appreciate the progress their children make at the setting and how well staff inform them of their children's achievements.
- Staff do not provide enough guidance to help all parents support and extend their children's learning at home.
- The recently revised arrangements for the supervision and support of staff, to develop their personal effectiveness to the highest level, are not fully embedded.

## What the setting needs to do to improve further

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

- strengthen the arrangements for providing guidance to help parents to support and extend their children's learning at home
- embed the enhanced arrangements for staff support and supervision to enable staff to raise their personal effectiveness to an even higher level.

### 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 held a number of discussions with the manager. She looked at relevant documentation, including children's learning records and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a strong understanding of their duty to protect children. They know the signs and symptoms, which may indicate a child is at risk of harm. The whole staff team benefits from regular training and briefings, which helps to keep their safeguarding knowledge up to date. They use regular staff meetings to discuss new ideas and teaching approaches. This has a positive impact on the consistency and quality of experiences for children. Staff build partnerships with other professional agencies and settings that children attend. This supports children's good progress and ensures that their individual needs are consistently met. The management team uses additional funding, such as the early years pupil premium effectively to provide additional resources and support children's progress.

### Quality of teaching, learning and assessment is good

Staff regularly use their observations of children during their play, to accurately assess their level of learning and identify potential next steps. They use this information and knowledge of children's interests to plan activities that meet their learning needs. Staff are responsive to children's requests to read books. They read in an exciting way and use props, puppets and different voices to tell children stories. Staff explore the illustrations with children, introducing new words and asking questions. This helps to develop children's literacy, language and thinking skills. Staff help children, in a fun way, to think about mathematical concepts, such as size, when talking about who can wear different dressing-up clothes. Children laugh as they pretend to put on items that are much too small.

### Personal development, behaviour and welfare are good

Children are eager to arrive at the setting and separate well from their parents. They choose freely from the available resources and settle in to activities quickly. Staff interact warmly with children, demonstrating interest in children's thoughts and ideas. They support children to develop a good understanding of appropriate behaviours, such as using scissors safely, taking turns and walking inside. Children show pride in their work and ask staff to display it on a special board, encouraging children's creativity and further artwork. Children enjoy fresh air and boisterous play in the secure outdoor area. They pedal ride-on toys, climb up the steps to the slide and watch how the wind moves foil streamers as it blows them. This encourages them to practise their physical skills and develop curiosity in exploring the world around them. Staff support children to learn self-care skills, such as washing their hands and putting on their coats and hats. This promotes children's independence and good health. Staff recognise children's achievements and efforts with specific praise. This supports children's confidence in trying new things and encourages them to persevere with difficult tasks.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, are making good progress from their starting points and are prepared well for school. They develop problem-solving skills in play, such as exploring different ways to wrap a doll in a small, stretchy blanket to ensure that it is fully covered for 'nice warm arms'.

## Setting details

<b>Unique reference number</b>	257921
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10072728
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	37
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Dale, Vera Julia
<b>Registered person unique reference number</b>	RP910166
<b>Date of previous inspection</b>	12 February 2016
<b>Telephone number</b>	01953452886

Pavilion Pre-School Nursery registered in 1971. The pre-school employs 19 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time. They offer a variety of sessions between the hours of 7.30am to 6pm. The pre-school provides funded early education for two-, three- and four- year-old children.

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