

Inspection of Pavilion Day Nursery

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

Inspection date: 27 October 2021

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider has made some positive changes to the systems for checking the ongoing suitability of temporary staff. However, the ongoing suitability of permanent staff is not checked regularly and the systems in place are not consistently followed. This has a significant impact on children's safety.

Children arrive at the nursery happy and eager to learn. They separate well from their parents, who drop them off at the entrance to their rooms. This is a change since the COVID-19 pandemic that the provider has kept in place. Children are given time to choose where they want to play. This helps those who are still settling in to feel at ease quickly and has a positive impact on children's emotional well-being.

Children behave very well. They understand that they must share resources with others and do so independently. Staff praise children when they show care for others and encourage them to make good friendships. Children have access to a large outdoor area where they play group games, such as 'What's the time Mr Wolf?' They spend time in the natural garden looking for worms and mixing pretend pies, which they proudly show to others.

What does the early years setting do well and what does it need to do better?

- The provider has recently made improvements to the recruitment and vetting procedures for temporary staff. However, the systems in place for monitoring the ongoing suitability of permanent staff are not robust. The procedures in place are not consistently followed. Therefore, staff are not clear on the importance of declaring anything that may impact their ongoing suitability, including changes to their health. As a result, children's safety and well-being are compromised.
- Managers are clear about what they want children to learn. They regularly monitor the progress children make and identify any gaps in their learning. Staff know where to focus their teaching to support children's development. For example, they have recently identified that not all children are confident with counting. Staff provide opportunities for children to practise counting during everyday activities, such as when washing their hands and during group games.
- The effective key-person system helps children to feel settled. Babies form secure attachments with their key person, who allows them time to adjust and feel comfortable in their surroundings. For example, staff comfort babies who wake up from a nap. They blow bubbles to help babies feel calm and secure.
- Parents are happy with the care their children receive at the nursery. They are regularly asked to provide feedback and they feel listened to. Parents recently requested that the changes made to how their children arrive at the nursery,

due to the COVID-19 pandemic, remain in place. They know who their child's key person is and receive regular updates on the progress their children make. Parents are given ideas on how to further support their children's development at home.

- Staff respond well to children's care needs. They wipe children's noses frequently and encourage older children to do this themselves. Children's play and learning are not interrupted by care routines. Staff wait for children to finish what they are doing before asking them if they are ready for their nappy change.
- Managers are aware of the needs of children with special educational needs and/or disabilities. The nursery applies for funding, which is used to provide more support for children who need it. They work collaboratively with other professionals. As a result, gaps in children's learning are identified at the earliest opportunity.
- Staff receive regular supervision where they discuss how best to support children's learning. They use this time to talk about their own well-being and report that they feel well supported. Managers observe staff practice and provide feedback on ways they can further improve.
- Staff support children's physical skills. For example, children use spoons to scoop out the insides of pumpkins that they later paint. Staff ask children questions about the texture and smell of the pumpkins to encourage their language development. However, staff do not always allow enough time for all children to think about and respond to the questions they ask. Staff provide children with a narrative to their play and suggest what to do next. However, at times, they miss opportunities to allow children to think and come up with suggestions themselves about the things they are exploring.

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead and staff know the procedures to follow should they have concerns about a child's safety or well-being. They are all familiar with the local safeguarding partnership procedures and understand what to do if an allegation is made against someone working at the nursery. However, the systems in place for checking the ongoing suitability of staff are not adequately followed. Staff are not consistently asked to declare anything that may affect their suitability to work with children. Therefore, they are not fully aware of their responsibility to disclose anything that may affect their suitability, including changes to their health. As a result, children's safety and well-being are compromised.

What does the setting need to do to improve?

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

	Due date
implement effective systems to ensure that adults working with children remain suitable	17/11/2021
ensure that all those working on the premises with children understand the need to declare anything that may affect their ongoing suitability.	17/11/2021

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

- strengthen staff's interactions with children so that they allow children more time to process their thoughts and respond to questions, to further support their speech development.

Setting details

Unique reference number	120152
Local authority	Surrey
Inspection number	10206492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	94
Number of children on roll	125
Name of registered person	St. Pauls Trading Limited
Registered person unique reference number	RP518141
Telephone number	01932 780005
Date of previous inspection	27 October 2017

Information about this early years setting

Pavilion Day Nursery registered in 2001 and is located in Sunbury-on-Thames, Surrey. The nursery employs 38 members of staff. Of these, 29 hold appropriate early years qualifications. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector sampled relevant documentation, including staff files, staff supervision records and first-aid certificates.
- The deputy managers took the inspector on a learning walk to explain what they intend children to learn and how staff implement the curriculum.
- The inspector carried out a joint observation of an activity with a deputy manager, to find out how managers evaluate the quality of teaching.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.

We carried out this inspection 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.

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