

# Inspection of Pavilion Day Nursery

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

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Inspection date: 16 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and show high levels of engagement in this welcoming nursery. They are supported by a passionate team and have formed secure emotional attachments with staff. Babies confidently practise their growing physical skills. Older children thoroughly enjoy exploring and playing outside. Children are interested in a variety of activities that help to develop their creativity and imaginations. For example, babies are curious to find animal figures hidden in shredded paper, toddlers enjoy pretend tea parties, and older children delight in exploring dinosaurs in the sand tray.

Children demonstrate growing independence as they put on their own coats to go outside and make choices about their play in the well-resourced environments. Young children explore a range of materials, such as paint, glue, glitter, cooked spaghetti and chalk. They play well together and enjoy making marks and patterns. Staff understand that this helps to develop children's muscles in preparation for early writing.

Staff identify areas where children may require additional support. They implement plans to ensure that children receive the support they need to make good progress. Overall, children's communication and language development is promoted effectively across the nursery. Staff introduce children to an increasingly wide vocabulary through a variety of ways, such as songs, rhymes and books.

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

- Since the last inspection, the provider has made significant improvements to the procedures that promote staff suitability and children's safety. Leaders have sought support from various professionals to help improve and meet requirements.
- Overall, leaders have established a broad curriculum. Staff know the children well. They assess children's progress accurately and ensure that the curriculum they offer focusses on what children need to know next. However, not all staff confidently challenge or fully extend children in their learning so that they raise the quality of education to an even higher level. Despite this, all children securely develop a wide range of skills in readiness for the move to the next stage in their education.
- Staff model positive behaviour and teach children to be respectful and kind. Children are confident and well-behaved learners. They understand the nursery routines and respond to instructions from an early age.
- Staff encourage children to understand the importance and benefits of good oral hygiene. For example, children learn how to brush large models of teeth and consider the benefits of healthy eating. This supports children's physical well-

being and their understanding of leading a healthy lifestyle.

- Overall, staff find out about the experiences that children have at home. They provide new experiences to help children enhance their learning. However, staff do not consider the different ways that they can encourage children who speak English as an additional language to hear, value and use their home language fully.
- Support for children with special educational needs and/or disabilities is strong. Staff who take a lead in this are very knowledgeable about ensuring children's individual needs are prioritised. Staff build effective partnerships with other professionals who support children and their families to receive the help that they need.
- Staff supervisions are completed regularly. Staff talk confidently about their workload being managed and feel their well-being is effectively supported. Recruitment procedures are robust and ensure that those working with children are suitable to do so.
- Staff have developed good partnerships with parents. Parents speak highly of staff and comment positively about the support they receive and the information that is shared with them. This helps them to meet the needs of their children and know how they are doing.
- The management team leads with dedication and enthusiasm. They have secure plans to ensure the continuous improvement of the nursery. There is a clear focus on training that is targeted to improve staff's knowledge, understanding and skills. For example, leaders identified a large intake of boys. Consequently, staff attended training on 'motivating boys'. This has had a positive impact on their ability to promote children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to protect children from harm and how to refer any concerns to the appropriate safeguarding team. They know how to recognise the signs that might suggest a child is at risk, including wider safeguarding issues, such as indicators of extreme views. The premises are clean and free from hazards. Staff carry out effective risk assessments and teach children about risks, so that they can keep themselves safe. For example, staff remind children how to climb safely. Staff have received appropriate paediatric first-aid training so that they can respond effectively in the event of an accident or medical emergency.

## **What does the setting need to do to improve?**

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

- extend opportunities for children who speak English as an additional language to

- hear and use their home language
- enhance staff's modelling of questioning techniques, to further extend children's thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	120152
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10214362
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	St. Pauls Trading Limited
<b>Registered person unique reference number</b>	RP518141
<b>Telephone number</b>	01932 780005
<b>Date of previous inspection</b>	27 October 2021

## Information about this early years setting

Pavilion Day Nursery registered in 2001 and is located in Sunbury-on-Thames, Surrey. The nursery employs 37 members of staff. Of these, 28 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

### Inspectors

Anneliese Fox-Jones

Tracy Bartholomew

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspectors observed activities in the four main base rooms and garden. They talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by an inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspectors checked evidence of the suitability and qualifications of staff working with children.

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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