

Inspection of Pavilion Pre-School Nursery @ The Old Auction House

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

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff upon arrival. Those who are less confident to leave their parents are given reassurance and time to separate. Staff plan and provide a varied curriculum to meet children's needs, both inside and outside in the nursery garden. Children explore the environment with confidence and self-select activities that staff have put out for them.

Staff model expected behaviours. As a result, children learn to say 'please' and 'thank you', be kind and be considerate to their friends. Children understand routines and learn key independence skills in readiness for their move to school. They listen to instructions as staff teach children how to do things for themselves. Children use the toilet and wash their hands. They wipe their nose and put tissues in the bin. Children put their cups away when they have finished their snack.

Staff engage well, playing alongside the children. Children use their imaginations as they 'read' menus, prepare meals and serve each other in the play kitchen. Staff adeptly pick up on children's interests and use these to extend children's learning. For example, when the children decide they would like to make their own dough, staff support them to follow a recipe. Together, they count and measure out ingredients as they make cocoa-scented play dough.

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

- The nursery is managed and staffed by an experienced team. Most of the staff have been in post for a number of years. Staff know and understand their roles. All complete mandatory training and some staff are undertaking further professional development training in topics that interest them. Staff attend meetings but supervision arrangements are not well embedded to ensure all staff receive coaching and support to continuously improve.
- Staff chat easily with the children, asking questions to encourage children to think. Staff listen to the children and give them the time to practise their speaking skills, clearly repeating words that children mispronounce. Staff provide a narrative during activities, using a wide range of vocabulary. They introduce new words such as 'optician' and 'arch', explaining the meaning of such words. Staff use simple pictorial images to support those children who find it harder to communicate.
- Children confidently handle paintbrushes. They know how to hold pencils correctly as they 'write lists'. Children follow pictorial instructions as they build with 3D shapes. They name colours correctly. Children learn to take risks as they negotiate a narrow beam which they have set at a height that they want.
- Children learn about nature as they plant and grow fruit and vegetables. They help to feed and care for the resident rabbit. Children's own experiences are

broadened as they make trips to the local library, fostering a love of books. They go to local shops and find out more about 'people who help us' when the nursery welcomes visits from the police, a vet and the air ambulance.

- Children's progress is effectively tracked and staff are swift to identify those who are at risk of falling behind. Children, particularly those with special educational needs and/or disabilities, are appropriately supported. Where further support is needed, staff engage and share information with other professionals, support parents and help to ensure all children reach their full potential.
- Children are encouraged to make some healthy choices from snacks which the pre-school provides. Staff talk to the children about being healthy. However, they have yet to work closely with parents to ensure that packed lunches provided are balanced and nutritious. This is to ensure that children receive the same consistent messages with regard to healthy eating throughout their time in pre-school.
- Overall, parents are satisfied with the care and attention their children receive. Staff share information with parents at the beginning and end of the day and offer some practical parenting support. Management have plans to introduce a range of strategies to further engage and involve parents in what their children are currently learning, but this has yet to be implemented.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a sound knowledge of safeguarding. Staff complete appropriate safeguarding training. Those who are new are appropriately inducted in safeguarding prior to completing training. Policies, including whistle-blowing procedures, are in place and known to staff. Staff can recognise and identify possible signs of abuse. They know how to report any concerns about children's welfare. The premises are secure, staff effectively deployed and children appropriately supervised. Adult-to-child ratios are maintained. Staff carry out regular risk assessments of the premises to ensure children can play safely.

What does the setting need to do to improve?

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

- enhance and embed supervision arrangements, so that staff receive support, coaching and appropriate training in order to further develop their personal effectiveness
- engage more closely with parents in order to keep them better informed about their children's learning and development and to promote healthier eating practices in the setting.

Setting details

Unique reference number	EY468431
Local authority	Norfolk
Inspection number	10286106
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	40
Number of children on roll	54
Name of registered person	Dale, Vera Julia
Registered person unique reference number	RP910166
Telephone number	01953452256
Date of previous inspection	19 January 2018

Information about this early years setting

Pavilion Pre-School Nursery @ The Old Auction House registered in 2013 when it moved to the current premises. It is one of three privately owned settings that are run by the same management team in the town of Attleborough. This setting employs six members of childcare staff. Of these, five have appropriate early years qualifications at level 3 or 4. 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 to 6pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection the nursery 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 provider.
- The inspector viewed the premises, inside and out, and established how the provider keeps children safe.
- The inspector observed the staff interacting with the children and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity.
- The inspector held a meeting with management.
- The inspector sampled a range of documents which included evidence of suitability and first-aid qualifications of staff working with the children.
- The inspector spoke with a number of parents during the inspection and took account of their views.

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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