

Inspection of Pavilion Pre-School Nursery

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

Inspection date: 12 September 2023

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 show that they are happy and enjoy their time at the nursery. Staff support new children to settle effectively. They offer toys and resources that they know children will enjoy and provide reassurance and responsive interactions. Children form close, respectful relationships with staff and highlight that they feel safe and secure while in the staff's care. Children enjoy listening to stories read by staff. They keenly experiment with musical instruments, listen in awe and join in with the actions as a member of staff plays familiar songs on a guitar.

Children increase their confidence as they explore their environment. Staff supervise children well as they make choices for themselves about what they would like to do. Children find toy trains and excitedly tell adults when they notice the passing train out of the window. Children experience spontaneous opportunities to practise their turn-taking skills. For example, they share out the play food as they take part in an imaginary picnic. Staff manage children's behaviour appropriately. They teach children how to follow positive rules, such as being kind to each other and using their 'walking feet' indoors. Children understand expectations. They readily use good manners and know to put on a sun hat before going to play outdoors.

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

- Since the last inspection, leaders and managers have made significant changes to the environment. For example, they have reviewed and reorganised all areas that children use. Leaders and managers have plans in place to develop the nursery further to continually drive improvement and help raise outcomes for children. For example, they are waiting for the delivery of new storage equipment and furniture for indoors, and they intend to extend the covered section over the outdoor play area.
- Leaders and managers design a curriculum based around children's needs. Staff are fully aware of children's interests and know what each child needs to learn next. They are led by what children want to do. Staff value and respect children's choices and are committed to providing further opportunities. For example, they take small groups of children to the recreation ground to hunt for natural resources, such as conkers. When they return to the nursery, children suggest using a spoon to release the conkers from their 'spiky' horse-chestnut shells. Children remain engaged in activities of their choice.
- Children's communication and language skills are developing well. Staff join children as they play. Interactions between the children and staff are positive. Staff introduce new words and concepts by modelling, commenting and asking questions. However, at times, staff ask children questions in quick succession and do not give them enough time to respond before asking another question.

This limits children's thinking capacity and problem-solving skills.

- Parents express their thoughts and comment that their children are always happy to attend the nursery. They say that the staff are the highlight as they are 'welcoming' and 'helpful'. Some parents share that the nursery is part of the community and explain that they have returned with their own children after attending the nursery as children themselves.
- Leaders and managers know their staff well. They meet regularly with them and encourage and actively support their staff to undertake training and qualifications to enhance their skills. Staff express their enjoyment of working at the nursery. They comment that they are well supported by leaders and managers.
- Staff quickly identify when children may need extra support. The special educational needs and disabilities coordinators provide suitable activities for these children. This helps to ensure that all children develop skills in readiness for their future learning.
- Leaders and managers understand the importance of working in close partnership with parents and carers. They gather relevant information from parents about their child when they first start at the nursery, and staff talk with parents at drop-off and collection times. Leaders and managers have recently provided an open day for parents. However, they do not consistently engage with all parents to fully support children's learning in the nursery and at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that all staff are suitable for their role and understand their own responsibilities in keeping children safe from harm. Staff undertake safeguarding training, and their knowledge is kept up to date. Leaders and managers ensure that policies and procedures are well understood, and all necessary documentation is readily available and completed. Staff demonstrate a good awareness of indicators of abuse and know what to do if they have concerns about a child's welfare. This includes the procedures to follow if concerns are raised about other staff or members of the management team.

What does the setting need to do to improve?

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

- enhance staff's teaching strategies so that children have more opportunities to think about and respond to questions and develop their problem-solving skills
- continue to strengthen partnership working with parents and develop highly successful strategies that engage all parents in their child's learning in the nursery and at home.

Setting details

Unique reference number	257921
Local authority	Norfolk
Inspection number	10289655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	36
Number of children on roll	46
Name of registered person	Dale, Vera Julia
Registered person unique reference number	RP910166
Telephone number	01953452886
Date of previous inspection	29 March 2023

Information about this early years setting

Pavilion Pre-School Nursery began operating in 1971. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round, closing for a week between Christmas and New Year. It offers a variety of sessions between the hours of 7.30am and 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector jointly observed and evaluated a spontaneous activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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