

# Inspection of Pavilion Creche @ the ACE Centre

Church Street, ATTLEBOROUGH, Norfolk NR17 2AH

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Inspection date: 23 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and settled at the setting. Staff get to know the children and their families well and children show that they have formed secure attachments to the staff. Children develop their confidence as they explore the available resources. Staff supervise children well and children's behaviour is good. Staff praise children often as they recognise their efforts and achievements. With gentle support from staff, toddlers are encouraged to follow guidance and rules that help to keep them safe.

Children experience a language-rich environment, which helps to support their communication skills. Staff spontaneously sing rhymes and songs and children listen to and recognise these, eagerly joining in with the familiar actions. Children enjoy looking at books with staff and independently. Staff highlight items in the picture books and encourage children to make connections, such as pointing to their own toes. They talk to children in a calm manner and explain what will happen next, for example when it is time for a nappy change. Staff support children to learn about good hygiene routines. Children learn to place tissues in the bin, and sanitise their hands, after wiping their own nose. They wash their hands before eating and are encouraged to use a flannel to clean their face when they have finished.

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

- Leaders have established a clear vision and curriculum and know what it is they would like children to achieve during their time at the setting. Staff understand the curriculum, focusing their attention on key areas, particularly communication and language. They talk confidently about where children are in their learning and development. Staff know what they need to do to support children's continuing progress. When they identify gaps in children's learning, they work closely with parents to seek extra help and support to help children catch up with their peers.
- Staff gain relevant information from parents about their children when they first start at the setting. This includes children's home routines, which staff aim to follow as closely as possible to ensure continuity in children's care. Staff ensure that children can rest and sleep when they are tired. Staff communicate effectively with each other. This means that they are fully aware of what they are doing, such as when checking on children to ensure that they are safe when sleeping.
- Children have good opportunities to develop their physical skills. Babies have ample space to practise their early walking skills with the supportive staff. Toddlers are keen to demonstrate their Pilates movements. Outdoors, they build on their skills and navigate the space with confidence. Children build towers with

large blocks, throw balls, and climb on the cube and up the steps of the slide.

- Staff regularly reflect on the environment to ensure that the space available meets children's needs. They provide suitable activities to ensure that children make good progress in readiness for the next stage in their education. Staff join in with children's play, helping them to find toys that interest them. However, they sometimes take on a more supervisory role rather than one of consistently promoting children's learning at every opportunity.
- Parents speak very highly of the setting. They appreciate the good levels of communication they receive from staff, through daily discussions and information sheets, that keeps them fully informed about their children. Parents explain that they return to the setting when their older children have new siblings. They comment that their children enjoy attending the setting.
- Leaders regularly monitor staff performance. They spend time in the rooms and provide staff with opportunities to reflect on their practice. Staff discuss their professional development and complete training to help enhance their knowledge and skills. Overall, this has a positive impact on the quality of children's learning experiences.
- Staff comment that they enjoy their work at the setting and that they are well supported. Many staff have worked at the setting for a number of years. Staff refresh their knowledge about how to safeguard children. They know how to follow local procedures to safeguard children if they have concerns.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support all staff to consistently build on their interactions with children to ensure that they use every opportunity to promote children's learning.

## Setting details

<b>Unique reference number</b>	EY391172
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10311738
<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 1
<b>Total number of places</b>	15
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Pavilion Pre-School Nursery Partnership
<b>Registered person unique reference number</b>	RP910165
<b>Telephone number</b>	01953 457882
<b>Date of previous inspection</b>	9 April 2018

## Information about this early years setting

Pavilion Creche @ the ACE Centre registered in 2009. It is one of three settings run by the same management team. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including one with early years professional status and qualified teacher status. The setting opens from Monday to Friday, all year round except for between Christmas and New Year. Sessions are from 7.30am until 5.30pm.

## Information about this inspection

### Inspector

Karen Harris

## 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 provider.
- The supervisor spoke to the inspector about their early years curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector during discussion and through written feedback and the inspector took account of these views.
- The inspector talked to the provider and staff at appropriate times during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff and evidence of staff's training.

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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