Pavilion Day Nursery

Unique reference number (URN): 120152

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

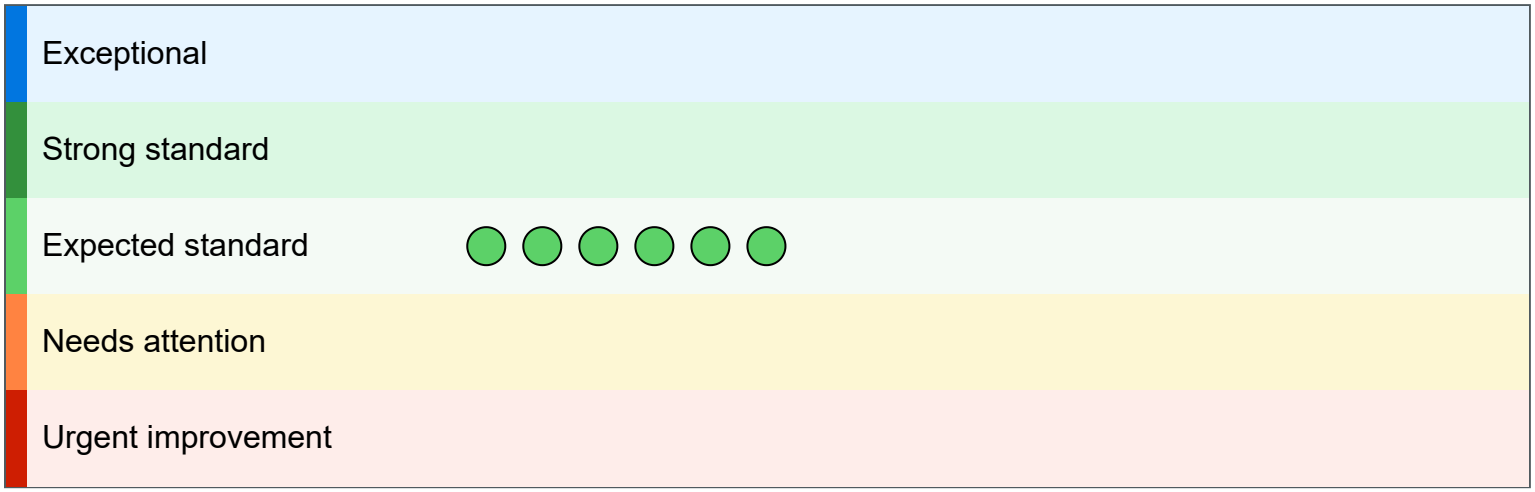
Type: Childcare on non-domestic premises

Registered with Ofsted: 15/02/2001

Registers: EYR

Registered person: St. Paul's Trading Limited

Inspection report: 30 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children typically make progress from their starting points across all areas of learning. Babies learn to develop their physical coordination skills and control. They gain skills that support their growing independence. For example, they learn to drink from cups and are able to pick up foods to feed themselves during meal times.

Children develop their growing communication skills through shared conversations, where they learn new words and their meanings. Babies and toddlers share picture books and make animals sounds as they match these to the familiar animals in the story. Pre-school children learn how to pronounce the names of dinosaurs and explain that 'armour' can be used to describe the protective characteristics of their skin.

Children with special educational needs and/or disabilities and those who face barriers to learning make effective progress. As a result, all children are generally prepared for their transition to school.

Behaviour, attitudes and establishing routines

Expected standard

Children develop positive attitudes to learning. Leaders and staff recognise the importance of teaching children about kindness and respect. Staff have high expectations for children, including around attendance, to ensure children develop secure routines that support their onward education. Leaders and staff talk to parents about the importance of consistent morning routines so that children arrive relaxed and ready for nursery, with a calm and confident start that supports their engagement and learning throughout the day.

Training undertaken by staff and reviews of the organisation of the environment have a positive impact on children's behaviours. Staff understand and respond to children in age-appropriate ways to help them learn valuable social skills. For instance, as toddlers and pre-school children take part in a shared activity, staff remind everyone about waiting for others, and children listen and respond well . Staff warmly praise children for their kindness as they learn how to cooperate, take turns and build respectful relationships with their peers. Staff are sensitive to the individual needs of all children, including those with special educational needs and/or disabilities. They recognise and respond when children need quieter spaces to regulate their emotions, which has a positive impact on how confidently and calmly children move through key times of transition.

Children's welfare and wellbeing

Expected standard

Leaders and staff recognise and value the importance of the relationships they build with children to support their emotional needs. Babies and toddlers demonstrate the trust they build with staff in their interactions. For instance, after painting, toddlers return for cuddles with staff as they sit to share favourite books. They snuggle in and staff show kindness and care as they respond warmly to children's needs.

Leaders and staff teach children the importance of healthy lifestyles as part of daily routines. Children benefit from plentiful opportunities to be physically active. For example, children ride on tricycles and excitedly practise throwing and catching games with adults. Staff use meal times to encourage and support children in sampling a wide range of nutritious meals and drinks. Staff adapt meals to support the differing stages of children's development. For example, foods are provided in smaller sizes to help younger children who are at differing stages of weaning, ensuring mealtimes are safe, manageable and developmentally appropriate. Staff deployment and focused supervision mean they can teach children how to remain seated, focus on their meal and develop calm, positive mealtime habits.

Curriculum and teaching

Expected standard

Leaders create an ambitious curriculum that reflects different priorities for children depending on their ages and stages of development. They share their vision clearly with staff so that everyone understands the learning goals for each group. As a result, staff teach skills and knowledge children need for each transition through the nursery. For example, babies learn to feed themselves and wipe their hands and faces as staff model these routines, helping them become confident and increasingly independent as they prepare to move into the toddler room.

Mathematics is woven throughout planned and spontaneous play. Toddlers count the monkeys left in a story as one disappears, while pre-school children explore heavy and light as they fill containers with water and compare levels against numbered lines. These experiences help children use mathematics purposefully as they play.

Staff use a balance of small and large group activities to support children's learning. During story time, pre-school children think through their answer as staff ask thoughtful questions and give them time to respond. Children concentrate well in activities that interest them, showing curiosity and sustained engagement. However, some transition periods are less well organised. For instance, routines between lunchtime and outdoor play occasionally limit how effectively staff can extend the learning they have planned.

Inclusion

Expected standard

Leaders and staff promote an inclusive environment for all children. They work with families and other professionals with the best interest of children in mind. This sensitive engagement with professionals, ensures children receive a collaborative approach to early interventions. For children with special educational needs and/or disabilities, the special educational needs coordinator drives progress by using precise tracking to establish clear and achievable small developmental steps. This helps children to make sustained and meaningful progress from their individual starting points.

Staff accurately identify areas where children need extra support. They put plans in place for support and adapt these to the changing needs of children, to ensure that any gaps in children's progress close swiftly. Leaders recognise and remove barriers for children to ensure they can access the nursery in a supportive way. For instance, they have reviewed starting times to ensure that children can access all their full educational entitlement. Leaders direct additional funding, such as the early years pupil premium, towards purposeful

resources. For example, they have introduced sensory materials and adapted the preschool room to better support children with sensory needs.

Leadership and governance **Expected standard**

Leaders and staff have worked successfully to address the actions raised at their last inspection. Changes to the senior leadership team, including those with governance, have had a positive impact on the quality of nursery provision. Staff say they enjoy working at the nursery and benefit from leaders' approach to supporting manageable workloads. They feel valued and respected in their roles, which contributes to the positive, collaborative environment across the staff team. Leaders understand their strengths and the areas they want to continue developing. They recognise that there is more to do to fully embed staff understanding of each child's next steps in learning to help staff challenge and extend children's learning even further.

Staff build successful partnerships with parents. They communicate through daily face-to-face handovers and an online application, where they share children's activities, care routines and overall progress. Parents speak highly of the nursery and value its nurturing, welcoming environment. Leaders and staff ensure that children with special educational needs and/or disabilities and those facing barriers to learning are well supported through established working partnership with other professionals. This ensures families feel informed, included and confident that their children receive the support they need.

What it's like to be a child at this setting

Children arrive at the nursery happy and keen to the start their day. They build secure and trusting relationships with staff that help them to feel safe and secure. All children, including babies and those who are less confident, settle into their day with ease and separate from parents with confidence. Children enjoy a wide-range of activities that ignite their curiosity to learn. For instance, babies and toddlers delight in exploring paint with their fingers. Their exploration supports their coordination and control of their small muscle skills as they experiment with the different marks they can make. Pre-school children learn mathematical terms, such as under and over, as they act out parts of favourite stories. Staff celebrate children's achievements with warmth, and children respond proudly, developing confidence and self-esteem. This helps children to develop positive attitudes to learning in readiness for the next stage of their education.

Children, including those with special educational needs and/or disabilities, those who face barriers to learning and those known, or previously known, to children's social care, learn alongside their peers and are included in all aspects of the setting. Families are welcomed at the nursery, and staff value the ways in which parents and carers support their child's development. Leaders and staff focus on promoting regular and prompt attendance which helps children benefit from consistency in their care and learning.

Children enjoy spending time outdoors in the fresh air. They play with friends of different ages and learn important social skills, such as taking turns, sharing and waiting as they develop an understanding of the needs of others. For example, as children wait to for their turn on the slide, they learn to give each other space to climb safely. Children develop independence as they wash their hands, manage their own hats and select their water bottles in readiness for meal times.

Next steps

- Leaders should ensure large-group activities, especially during periods of transition, are well organised so all children's needs are met and high-quality learning opportunities are consistent.
- Leaders should extend staffs understanding of each child's next steps in learning and support them to consistently use opportunities within activities to challenge and extend children's learning even further.

About this inspection

The inspectors spoke with children, leaders, practitioners, special educational needs coordinator and parents during the inspection.

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.

Inspectors:
Tara Naylor
Kelley Ellis

About this setting

Unique reference number (URN): 120152

Address:
The Ridings
Sunbury-on-Thames
Middlesex
TW16 6NX

Type: Childcare on non-domestic premises

Registration date: 15/02/2001

Registered person: St. Paul's Trading Limited

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Surrey

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 30 June 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

94

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026

© Crown copyright