

Premier Nursery Uxbridge

Inspection report for early years provision

Unique Reference Number	139106
Inspection date	21 June 2007
Inspector	Elizabeth Juon
Setting Address	St Johns Road, Uxbridge, UB8 2UR
Telephone number	0189 523 4455
E-mail	
Registered person	SRK Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Premier Nursery, Uxbridge opened in 1995. It operates from a detached building comprising of four base rooms, cot room, large conservatory, office, kitchen and toilet facilities. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, with the exception of bank holidays and the Christmas period. All children share access to a secure outdoor play area.

There are currently 72 children aged from three months to under five years on roll. Of these, 26 children receive funding for nursery education.

The nursery employs 13 staff, including a cook. Of these, eight of the staff members, including the manager, hold appropriate early years qualifications and two staff members are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a clean environment where they are beginning to learn the need for good personal hygiene. Hand washing after using the toilet or before snack becomes a natural part of the daily routine. This ensures children develop good habits from an early age. Children dry their hands on paper towels to prevent cross infection. There are effective systems for cleaning furniture, toys and resources in all rooms to prevent the spread of infection to safeguard children, for example, using an anti-bacterial product on tables and toys. Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines. For example, staff wear aprons and disposable gloves when changing nappies and use different cloths for specific cleaning tasks to reduce risks of contamination. These measures ensure children's health is safeguarded. Thorough procedures are in place to ensure children's medical needs are met. In the event children are sick or infectious they are encouraged not to attend as clear information is shared with parents to help prevent the spread of infections. Children receive suitable first aid treatment in the event of an accident as several staff hold valid first aid certificates. The accurate recording of medication and accidents safeguards children's wellbeing.

Children take part in a range of physical activities, indoors and out, that promote growth and development. Children enjoy playing outside in the fresh air each day to expend energy and participate in a variety of suitable activities which promote their physical development. In the garden they are able to use larger pieces of equipment, such as the climbing frame and slide. Children climb, pedal, kick balls and negotiate steps, enabling them to improve coordination and gross motor skills. Indoors, they enjoy music and movement sessions. These activities keep children healthy.

Children have close relationships with the adults in the setting and are confident to approach any of the staff for help or a cuddle. The staff respond to the children's needs with kindness promoting children's emotional wellbeing. Children are able to rest according to their needs in a cot room or in the conservatory, which are monitored regularly by staff to ensure children remain safe and comfortable.

Children eat a wholesome snack that is a healthy and nutritious and the main lunchtime meal is freshly cooked on the premises and plentiful to ensure children are well nourished. Children with special dietary requirements, such as a vegetarian diet, are offered good quality alternatives. Drinking water is always available so children remain hydrated. Children under two eat the same menu which is in a pureed form or cut into small pieces which introduces them to a variety of textures and flavours to encourage a healthy approach to eating. Staff ensure babies are bottle fed in a safe and comfortable position.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. The rooms are appealing to the children with colourful displays related to the theme, for example, children's drawings of their faces as part of an 'All about me' activity. Children's art work is valued and this raises their self-esteem. The children have space to play and can easily access the variety of interesting resources that are in good condition. There is ample child-size furniture and children enjoy

sitting in the comfortable book area to look at books and tell each other stories. The baby room is well equipped with an extensive variety of resources to promote learning, for example, a baby-gym and musical toys. Children under one are able to pull themselves up to standing and walk around the furniture, encouraging new skills. There are sufficient cots to ensure children can rest in comfort. Children enjoy being outside and the area is an asset for the children, providing equipment that is stimulating and in good condition. In the reception area and base rooms there are information notice boards for parents, including curriculum planning informing parents of activities offered to children.

Children are cared for in a safe and secure environment where risks are minimised. There are effective security systems for entry into the building, and both the arrival and collection of the children is monitored. Visitors sign-in to ensure children's safety. Staff supervise children well both indoors and out. The staff carry out visual risk assessments throughout the day. However, the risk to children of some electrical equipment is not fully recognised in the safety assessment. Staff maintain adequate ratios to protect children and support their welfare. Children are beginning to learn how to keep themselves safe by taking turns on the equipment and practising the fire drill with staff to ensure they leave the premises quickly in an emergency.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are cared for by staff who are vetted and have relevant experience. This safeguards children's welfare. The child protection procedure provides accurate information, with a contact number for social services, should concerns arise about children. However, the written procedure is not up to date to comply with the latest information on the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and confident in the nursery. Children interact with staff in a relaxed and warm manner and good relationships are evident. Children approach staff for support and often just for a cuddle. This shows children feel secure in the setting and display a sense of belonging. Staff have a knowledge and understanding of the Birth to three framework and use it to plan worthwhile, enjoyable activities for children under three years. Children enjoy many activities that stimulate their senses such as finger painting, for example; babies and toddlers have the opportunity to explore paint freely, enjoying the experience of paint on their hands. Children love to listen to stories and many choose a book, asking staff to read it to them. All children have easy access to a varied range of resources to support and enhance their learning and development. Staff set out toys for children to help themselves from the low-level tables. The playrooms in the nursery are arranged effectively to promote children's independence. Children aged three and under make independent choices and some show persistence in completing an activity, for example, a puzzle. Children enjoy singing nursery rhymes and make movement to music. Staff working with the children offer continuity of care as a stable team. They are familiar with individual routines and adhere to parents wishes, for example, when providing food or opportunity to sleep. The staff talk to, hold and play with the children to enhance children's feeling of security. Sensitive and appropriate interactions between adults and children promote children's self-esteem.

Nursery Education

The quality of teaching and learning is good. The staff demonstrate a sound understanding of the Foundation Stage curriculum and refer to the stepping-stones in their planning. There are

effective systems in place to identify children's starting point, including gathering information from parents. The staff provide a productive environment in which the children learn new skills, setting out age appropriate activities to encourage children's participation to aid progress. There are interesting displays, photographs and artwork around the rooms at child level, to engross children and aid recognition of written words and numerals. Plans cover all areas of learning and activities are linked to the stepping-stones through specific topics for each week, for example, Mini-beasts. Each of the four seasons is incorporated in to the planned activities. At present during spring the theme of Living Things is appropriate. The celebrations and festivals for this time of year are included and children are introduced to the wider world through activities on St. George's day and Easter. A daily focus sheet for an activity enables staff to introduce a subject to children and ask relevant questions using correct vocabulary. This promotes children's learning. However, not all staff are adept at asking questions to make children think. A recently introduced system of observing and evaluating children's progress is enabling staff to plan for children's future learning. However, some observations are less specific and report on children's enjoyment of an activity rather than a specific achievement to inform planning of activities to ensure the progress of less and more able children.

Children are becoming independent. They see to their personal needs such as washing hands after messy play. Children are developing good relationships and get on well with peers and adults. Children behave well, respond quickly to requests from adults and understand the rules within the setting, such as to tidy away toys when asked. They understand the need to share and take turns when playing together. There is a good system of using a sand timer so children know when they have completed a turn at the computer; children were exceptionally good at organising themselves and showing an understanding of fairness and patience. This promotes pleasant relationships and cooperation. Children are beginning to understand the use of information and communication technology within every day lives by using the computer, keyboard and mouse with increasing skill.

Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family. They are gaining an awareness of their own cultures and beliefs and those of others through planned activities such as Chinese New Year and Father's day. Children have experiences out in the community and increase their knowledge on educational outings, such as to the London aquarium.

Children are interested in the activities available and spend time concentrating to complete tasks, such as constructing with Lego or making greeting cards. The materials to make a card, paper, pens, crayons and scissors, are readily available which promotes children's independence and provides opportunity to use mark making and design skills. Children practise handwriting and forming letters on a daily basis, many can identify their own name, some can write their name clearly on their own work. Children eagerly join in with familiar stories and nursery rhymes, they happily look through and 'read' books, showing an interest in books for pleasure. They are attentive at story time and listen well.

Children are able to name simple shapes and colours and some are beginning to notice and match patterns. They are developing mathematical skills using puzzles and concepts of weight and capacity by playing with sand. Children enjoy exploring their senses and using tactile materials like paint and sand. They use their imagination in role-play and represent their daily lives during play at the dolls house with small-world family figures.

Children's physical skills develop in outdoor play, they have a great deal of fun playing outside on a daily basis. Children show good coordination, increasing control and move confidently and in a variety of ways when balancing, climbing, sliding and throwing.

Helping children make a positive contribution

The provision is good.

Children display a sense of belonging as staff warmly greet them on arrival. All children are fully included in the routine and positive interactions between staff and children are apparent throughout the day. Children develop an awareness of other cultures and people in society through a variety of easily accessible toys and resources, which promote positive images of the wider world, such as books and small world figures. The children's family background is acknowledged and diversity valued, promoting children's self esteem. Staff organise the environment to ensure all children can take part at a level appropriate to their individual needs.

There are correct procedures in place to support children with learning difficulties and disabilities although none currently attends the nursery.

The staff provide good role models by being kind and friendly and children respond well to them. Staff sensitively support, praise and encourage all children, promoting their self-esteem, confidence and sense of belonging. All the children are beginning to learn right from wrong and how to share and be kind to one another. Children's behaviour is very well managed by staff with a clear understanding of how to use age appropriate strategies in a consistent manner. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the friendly relationship between parents and staff. Staff seek parents' views about their child's interests and complete child profile forms before the child starts at the setting, to effectively meet children's health, dietary and care needs. This contributes to the children's wellbeing at the nursery and provides continuity of care. Staff ensure parents are kept informed on what their children have done during the day through regular daily feedback and a progress report each month. Parents receive written information about the setting and they have access to policies and procedures, newsletter and a range of information on the notice board. For example, activity plans, daily routines, Ofsted contact details, a complaints procedure, the registration and insurance certificates are all displayed. Parents receive information on the Foundation Stage and planned topics for the older children and are encouraged to be involved in their children's learning through the shared reading scheme.

Organisation

The organisation is good.

Children's care and enjoyment is enhanced as the premises are well organised and there is sufficient time for children to complete their chosen activities. Indoor and outdoor space is set out to provide appropriate play and learning opportunities for children. Group sizes and staff deployment contribute to children's health, safety and ability to take an active part in the setting. The adults are attentive to the children's needs and provide a child-friendly environment. The activities are well implemented through planning using the Birth to three framework and Foundation Stage Curriculum. The manager has a positive approach. She spends time working alongside staff and directly with children and acts as a good role model for the staff team.

Staff hold appropriate childcare qualifications and maintain suitable ratios to give children ample support and attention, contributing to their wellbeing. The staff team have the opportunity to update their knowledge and skills through training sessions. Vetting, recruitment and induction procedures are robust to ensure staff are suitable to work with the children. The operational plan works in practice and record keeping systems promote children's health, safety, welfare and individual needs. The registration system indicates the staff and children in the nursery to provide an efficient roll call in an emergency. Policies and procedures are in place although the written child protection policy is in need of review to include current requirements.

Leadership and management are good. Staff demonstrate a sound knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. The staff work well together as a team and understand their roles and responsibilities. The key worker system ensures children's developmental records are maintained, however they do not always accurately record children's ability and achievement. The manager demonstrates an understanding of the nursery's strengths and weaknesses and cites the consistent staff team and the provision of good quality activities to encourage children's development in all areas. She is aware of the need to improve the focus of children's observations to better inform planning. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to ensure confidentiality of children's daily records; ensure parents acknowledge the administration of medication and ensure the fire alarm can be clearly heard in the garden.

The provider has made improvements. All children's records are in files individual to each child to maintain confidentiality. There is a system in place to ensure parents sign the medication record to acknowledge the dose given to their child. A hand rung bell is available that is rung out of the window into the garden informing children and staff outside when the fire bell sounds inside. These measures ensure the safety and welfare of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection procedure to ensure that it complies with those of the Local Safeguarding Children Board (LSCB); assess the risks to children in relation to electrical equipment and take action to minimise these

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff's written observations of children to record specific detail to inform future planning; encourage staff consistency asking questions to make children think

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk