

The Premier Nursery Education Centre

Inspection report for early years provision

Unique Reference Number	310495
Inspection date	18 February 2008
Inspector	Elizabeth Margaret Grocott
Setting Address	197a Sussex Road, Southport, Merseyside, PR8 6DG
Telephone number	01704 539 800
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Registered person	Mr Leonard Mann & Mrs Carol Mann
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?

The Premier Nursery Education Centre was registered in 1997 and is privately owned and managed. The nursery is situated within converted chapel buildings in the Norwood and Meols Cop area of Southport. There is a large enclosed area for outdoor play.

The setting is open from 08.00 to 18.00 each weekday, all year-round with the exception of public holidays. The setting is registered to care for a maximum of 46 children aged from birth to under five years. There are currently 62 children on roll of whom 18 receive funding for nursery education.

There are currently 11 staff employed, all holding appropriate qualifications or working towards one. The nursery receives support from an early year's advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean well-maintained environment where they learn the importance of good hygiene. For example, children know that germs on their hands will make them ill. Photographs displayed above the sink areas demonstrate how to wash their hands properly. Children independently wipe their own noses and dispose of tissues in a bin. Staff minimise the spread of infection by wearing aprons and gloves during nappy changing, making sure the area is fully cleansed after each child. Children in the baby room are further protected as overshoes are provided for visitors and staff wear slippers, so that the floor does not become contaminated. Children are well taken care of if they have an accident, as all are recorded and signed by parents to ensure they are informed. Bottles are prepared for babies as required and suitable sterilisation equipment is used for babies' feeding utensils and dummies.

Children develop a positive attitude towards healthy eating because they are provided with nutritious balanced meals and snacks. They particularly enjoy a selection of fresh fruit during the morning, and broccoli and cheese bake in a cream sauce at lunchtime. Children gain independence as they lay the tables for lunch, complete with flowers and serve themselves. All children have access to fresh drinking water, helping them to learn healthy habits for the future.

Children have many opportunities to enjoy fresh air and take part in physical activities. They learn about the importance of a healthy lifestyle through keep fit sessions where they pretend to be a runner bean or a broad bean. They negotiate an obstacle course climbing over, under and through apparatus. Staff ensure that most activities are not confined to indoors and children enjoy playing with water, digging in soil and painting their masterpieces in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, safe environment. The use of the outside play area extends the children's learning environment effectively. Their artwork is attractively displayed around the walls, giving them a sense of pride and belonging. There are adequate nappy changing facilities. However, children's personal care needs are not addressed discreetly as there are no doors on the toilet cubicles. This does not respect children's dignity or privacy. During the inspection, the outdoor temperature is very cold. The indoor temperature does not meet the minimum requirement. Therefore, this does not promote children's comfort whilst playing, particularly children who are not mobile.

Children use a good range of safe, well-maintained toys and equipment suitable to the age and stage of their development. These are stored at low level to develop independence. The playrooms are very well laid out, particularly the schoolroom. For example, children have access to a large floor sandpit in which to play, a cosy book corner where they can select their own reading materials and a cafe snack system where they can enjoy fresh fruit when they choose.

Children stay safe and secure through the effective use of relevant procedures by staff. For example, the close supervision of visitors and the very good security measures in place. Staff are vigilant and responsive to hazards, such as spilt sand which is quickly swept up from the floor to prevent slipping. There are clearly defined procedures to evacuate the building in an emergency. These are practised regularly so that children know what to expect. They learn the

importance of keeping themselves safe as outside visitors come in and talk to them about road safety.

Children are well protected by staff who are confident and secure in their knowledge of child protection policies and procedures. Staff understand their role in identifying, sharing and recording any concerns they may have. They know how to take necessary action, if they should be concerned. This safeguards children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Throughout the nursery, staff and children build close, warm relationships with each other. Staff provide a calm, consistent environment where children are generally happy and settled. Good procedures help new children to settle in. They build good relationships with their peers. Their self-esteem is well developed as they receive regular praise for their efforts. The rooms are divided into areas of play with resources available at child height. This enables children to make their own choices about what they would like to do. For instance, in the baby room children play with gloop, squeezing it between their fingers. They explore treasure baskets and play posting a small toy through a letterbox, causing intrigue. Children in the toddler room enjoy outdoor play including painting, riding on wheeled toys and chasing balls around the garden. Pre-school children have fun baking cakes, sharing their news from the weekend and engaging in a music and movement session that is much enjoyed by all.

Their key worker carefully monitors children under three and individual planning ensures that their

development is maximised. Staff meet regularly to discuss the progress of each child. Children make independent choices about their play and staff ensure they are purposefully occupied throughout the day.

Nursery education

The quality of teaching and learning is good. Children's learning is significantly enhanced because most staff have a very good understanding of the Foundation Stage and how children learn. Activities are planned and clearly linked to the stepping-stones. As a result, children are making very good progress in their learning. Staff put into practice a well-planned programme of interesting activities that cover all areas of learning, both in and outdoors. Rigorous observation and assessment of children's activities are recorded, clearly showing the next steps for their development. The observations used inform planning which builds around children's interests. Most staff are clear about the learning intentions of activities and use good questioning skills to extend children's thought processes. However, some staff are unclear about the purpose of activities meaning children's learning is not maximised.

Children are keen to start playing once they arrive and independently choose different activities to play with. Children are confident and independent in the management of their self-care skills. They blow their own noses, wash their hands and put their own coats on. Listening skills are developing well. For instance, they follow simple instructions from staff and listen very well during story sessions. They enjoy sharing their news and know they have to wait until they are holding the pebble, before it is their turn to speak. Children are developing early reading skills as they recognise their own name cards at self-registration and their named place mats at

mealtimes. They are confident in expressing their needs and feelings, and staff use effective language to support children's thinking.

Children are learning to count in everyday situations and routines. They respond positively to number rhymes and practise counting with support from staff. Activities reflect a variety of opportunities for children to sort, match, count and understand shapes around them. Children count from one to 10 with confidence and some are able to recognise and name numbers under 10, written in books, on puzzles and on the computer keyboard. They use simple mathematical language, such as big, little, long, full and heavy correctly during their play.

Children are encouraged to explore and investigate. They plant cress seeds and monitor their growth. They grow runner beans, carrots, radishes and tomatoes. They mix two colours of paint and predict the new colour. A computer is available for daily use so that children can learn about technology. They use the mouse competently and can work through appropriate programmes to support their understanding of colour, shape, number and letter independently. Children learn about the concepts of building and joining materials together as they play with construction bricks. They learn about other cultures and beliefs, listen to the story of Chinese New Year and discuss their favourite parts of the story. They go on train journeys to the pinewoods, to watch the squirrels. Trips to local parks allow them to kick through the leaves. They have picnics on the beach and make dens in cardboard boxes in the nursery garden.

Children take part in plenty of physical exercise as they learn to take care of their bodies. They run about outside to keep warm and stretch their arms and legs. They develop a sense of space as they walk backwards and sideways, following instruction. They enjoy doing the 'sticky kids work out' to music and use a variety of apparatus for climbing, balancing, slithering and sliding. Children's hand-eye coordination is developed as they use scissors, glue spreaders, paintbrushes and pencils. They are able to express themselves creatively through a variety of activities and media. They describe gloop as being like Spiderman 'goo' and pretend to shoot their webs upwards towards the ceiling. They design their own cards and make 3-D models for Chinese New Year. Children enjoy playing musical instruments and experiment with rhythms and sound. They particularly enjoy imaginative play and the well-equipped home corner provides hours of fun and learning.

Helping children make a positive contribution

The provision is good.

The children are made to feel very welcome to the nursery where they are very happy and secure and make a positive contribution. For example, by helping to tidy up and be independent with putting on coats for outdoor play. Children's individual needs are well met. They are all included and staff clearly value their individuality. They are encouraged to recycle and compost nursery waste, helping to raise their awareness of the local environment and the natural world. They celebrate different festivals to encourage children's learning. However, their awareness of cultural diversity is not maximised as resources and positive images which promote this are limited. Staff ensure children have equal access to all activities regardless of their ability, gender or background. They work well with other agencies to ensure that children's opportunities are maximised.

Children's behaviour is very good. They are encouraged to be kind, caring and considerate to others through ongoing discussions and practice within the setting. Staff are calm and consistent in their approach to behaviour management. They use timely interventions where they use distraction or clear instruction, which protects the child. Positive behaviour is encouraged

through praise that develops children's self-esteem and confidence. Staff have high expectation of children's behaviour and present themselves as good role models. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. They receive written information about the service provided and have access to the policies and procedures. The registration certificate is displayed for their information and all parents and carers can view a copy of the inspection report. Parents are provided with general information about childcare in both reception areas and via a newsletter. Children benefit from the informal contact between their parents and staff. Staff state that daily discussions are held with parent's to keep them informed about their child's day. However, opportunities for parents to become involved in their children's learning and systems in place do not ensure that parents have sufficient knowledge about the Foundation Stage of learning. Parents are pleased with the care of their children, they say that staff are very approachable.

Organisation

The organisation is good.

A well-qualified staff team cares for children. The setting places a high priority on staff development and training. Staff working directly with children in receipt of funding for early education are knowledgeable of the curriculum guidance for the Foundation Stage and use it very well. Those working with children under three make very good use of the 'Birth to three matters' framework to support their practice. A rigorous induction procedure ensures that staff gain knowledge of the basic working practices of the nursery very quickly. The staff understand and follow the setting's policies and procedures to protect children, promote their well-being and support all children to develop their potential.

The leadership and management of the nursery education are good. Team working is effective as staff are clear about their individual roles and responsibilities. There is a good ratio of staff to children, which enables staff to give effective support and encouragement. The management structure works well to lead, motivate and manage the provision. The providers are able to identify the setting's strengths and weaknesses. Good systems are in place to monitor the process of teaching and learning, ensuring that children progress through the stepping-stones, towards the early learning goals. Overall, 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 revise induction and appraisal systems. New procedures have been written to ensure that staff have full understanding of the policies and procedures and are able to implement them effectively.

At the last nursery education inspection, the provider was asked to provide more opportunities for children to learn about health and bodily awareness and to provide more opportunities for children to use their emerging mathematical knowledge. Planning has been developed to incorporate topics about health. Children are very confident in hand washing independently and regularly take part in physical exercise. They recognise changes to the body and can independently help themselves to water when they are thirsty, for example, after exercise. Children regularly take part in mathematical activities. They enjoy simple problem solving, such as subtracting how many men in a flying saucer are left when one has flown away.

They were also asked to improve the way some staff interact with children. Some staff are not as skilled as others and are not confident in questioning and challenging children to extend their learning. They are not clear about the intended learning outcomes. This recommendation remains an area for improvement.

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.

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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):

- ensure the dignity and privacy of children using the toilet area; ensure minimum temperature requirements are maintained throughout the nursery
- extend the range of toys and resources to promote positive images of a diverse society.

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):

- ensure all staff are clear about the learning outcomes for the activities provided, so that learning is effectively developed
- improve the quality and accessibility of information given to parents about the curriculum and how it links to the progress their children are making towards the early learning goals.

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