

Premier Lodge Day Nursery

Inspection report for early years provision

Unique reference number	115326
Inspection date	26/03/2009
Inspector	Beverly Hallett
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Premier Lodge Day Nursery is privately owned. It opened in 1966 and was registered with Ofsted in 1992. It operates from two adjoining converted houses in the Sidcup area of the London Borough of Bexley and offers suitable disabled access. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend the nursery at any one time. There are currently 86 children on roll of whom 37 are funded. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 20 members of staff, 17 of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery receives support from the Local advisory teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff know individual children well and this means that they promote all aspects of children's welfare and learning with success. Children are safe and secure at all times and this enables them to explore their environment with confidence, thereby developing independent learning and supporting good progress in all of the six areas of learning. The partnership with parents, and other agencies is strong, supporting consistency for children. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified, enabling the setting as a whole to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- offer more choice at snack so that all children enjoy a substantial nutritionally balanced meal
- develop the observation assessment and planning systems to ensure planning is based on individual as well as group needs and that each child receives an enjoyable and challenging experience across the areas of learning

The leadership and management of the early years provision

Clear and concise policies support effective practice and good safeguarding knowledge in senior staff means that children are well safeguarded in all aspects of the provision. The setting works closely with the local advisory teacher to reflect on current practice and this forms part of an effective self-evaluation process. Consequently, management recognise the strengths within the nursery, such as the provision for preschool children. Strong informal relationships with parents are established, which helps children to settle and gain in confidence. Information

about children's day, routines and activities are exchanged through discussion at the end of sessions and through the use of daily diary sheets for babies and younger children. However, parents do not yet contribute to the observation and planning of their children's learning. Robust and rigorous procedures to recruit, appoint and induct new staff ensure children's welfare is fully promoted and they are safeguarded from harm. Secure systems are implemented to monitor staff performance and development. As a result, links between planning and assessment in some areas have been identified although not yet fully implemented.

Children as a whole progress very well as staff know individual children well and use skilled interaction to ensure children benefit from the enabling environment and adult led activities. However, planning does not focus on the needs of individual children and does not include differentiation according to age, ability or gender needs. As a result, children may not be developing to their full potential. Robust and rigorous procedures to recruit, appoint and induct new staff ensure children's welfare is assured.

The quality and standards of the early years provision

Children are confident and independent learners who benefit enormously from the routine and organisation of indoor space. The effective implementation of the key person system helps to secure trusting relationships between practitioners, children and parents and promotes children's sense of security and belonging. They independently access resources and make choices in a stimulating, well equipped and resourced learning environment. Younger children begin their journey of self discovery exploring their environment supported by sensitive and skilled practitioners. Older children express wonderful imagination and creativity and staff support this very effectively, sharing control with children and allowing them to follow their own learning patterns. For example, children engage in role play introducing themselves as 'ET' and 'Monkey King' so involved are they in the imaginative world they have created. Children's language skills develop well; learning new vocabulary; recognising print; listening and matching sounds to objects, although in younger age groups, the practice of playing music tapes continuously does not always offer children an environment which supports early listening and speaking skills. All children solve problems, develop curiosity and the oldest children have good access to information technology, showing confidence and competence in accessing it without adult support. Children are motivated to tidy up by a heavy beat 'rap' style song, displaying a sense of responsibility and belonging. Pictorial clues support children in understanding right and wrong and acceptable behaviour. For example Chinese writing in the book area shows how the character for listening is made up from; ear, you, eyes, undivided attention, heart. This also supports children in learning about diversity and other languages and cultures. However, in other areas of the nursery toys and resources which support children's positive awareness of others is limited. Whilst staff show that they value children as individuals through their praise, attention and interaction, diversity is not reflected throughout the nursery in the form of photographs, posters and resources available reflecting positive images of ethnicity, gender, culture and disability.

Children's safety is very well ensured and practitioners supervise children well and

communicate simple rules such as no running inside which helps children to develop safety awareness. Practitioners know children well and play alongside them supporting their learning, and the environment is well resourced and organised to offer stimulation and positive learning experiences for all children. A particular strength of the setting is the topic work which preschool children engage in. Children are excited and motivated to learn by looking at classic art such as 'The Snail' by Matisse, and 'Tiger in a Tropical Storm', and as a result produce some fantastic art work of their own. However, some aspects of planning still relies on topic work and worksheets, which do not cater for the needs and interests of the individual. In addition, particularly for the younger age groups, observations are not carried out regularly enough and planning is not sufficiently individualised and tailored to match children's abilities and interests. Planning for older children is more developed but this still lacks differentiation to identify learning priorities for individual children. Practitioners implement good hygiene procedures and daily risk assessments to assure children's health and safety. Healthy eating is promoted through snacks consisting of fruit and varied and nutritious lunches, and lunch time is a social occasion which supports children's self help skills, choice and decision making skills. However, at snack time, only one variety of fruit and a drink of water is offered. Should children not like the fruit, there are no alternatives available and this could mean that young children do not eat or have a nutritious drink for the four hours between breakfast and lunch. The required documentation and records are maintained to a very good standard. Consequently, children's overall safety and welfare is ensured.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met