



Premier Lodge Day Nursery

Inspection report for early years provision

Unique Reference Number	115326
Inspection date	06 February 2006
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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

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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 satisfactory. 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 Lodge Day Nursery was registered in 1991. It operates from a group of rooms set out over ground and first floors of two adjacent converted residential premises and has use of enclosed outside play areas. The nursery serves the local area and opens five days a week, all year round. Sessions are from 07:30 to 18:00.

The nursery is registered to provide full day care for 52 children from one year to under five years. There are currently 90 children from one year to under five years on

roll. This includes 24 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

Eight full-time and ten part-time staff work with the children. More than half the staff have appropriate early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The nursery has regular support from an area special educational needs coordinator (SENCO) and staff have access to training courses and support services run by Bexley Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and welfare are promoted through adults following good hygiene routines. Appropriate arrangements for nappy changing are in place that minimise the risk of spread of infection. The exclusion of children who are sick or infectious is protecting the health of all the children. Children play and move around in a generally well kept environment, although dust is accumulating around ceiling fans and ledges which could affect children's health in the long term. The floor play area for the youngest babies is gritty and not entirely hygienic, as adults wear outdoor shoes in the baby room. The potential health risks are small but do compromise the babies general welfare.

Older children take themselves happily to the bathroom because it is easily accessible, promoting their independence. They are developing good personal hygiene habits because adults support and encourage good hand washing routines. Visual displays in words and pictures are helping children to understand the importance of hand washing and act as good reminders to children when using the bathroom on their own. Clear records are kept of any accidents in the setting and details regarding medication administered are noted, safeguarding children's welfare. However records are not recorded confidentially to protect the best interests of the child.

Children generally enjoy a good range of meals and snacks prepared using fresh ingredients and are offered drinks regularly throughout the day, promoting their welfare. The mid-day meal is not always nutritionally balanced to ensure children have some healthy options that include vegetables, fruit and salad. Older children have a good understanding of healthy eating and know which foods are beneficial to their health, because they talk about these through practical themed activities, such as pizza making. However, adults do not routinely talk about healthy eating during meal times, to reinforce children's knowledge and understanding of the importance of nutritious food for their health.

All children have daily opportunities to enjoy some fresh air and exercise, promoting an active lifestyle. Children are skilled in climbing and balancing because they have access to a good range apparatus in the outside play areas. Children enjoy using bats, balls and hoops to develop co-ordination and adults fully support children in

their active play, to help them develop their physical skills. There are some missed opportunities for children to talk about the benefits of exercise to their health while playing outside but they do discuss how their bodies work and the changes that occur during active play, through themed activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play and move around in a safe and secure nursery environment because appropriate precautions are taken and suitable measures are in place to minimise the risk of accidents. Older children are learning how to stay safe when using the stairs. They have clear instructions about holding the hand rail and spacing themselves out, so they go up and down in single file. Children are learning how to keep themselves safe when playing and using equipment and furniture because adults explain dangers, such as standing or tipping on chairs. Adults are vigilant, supervise children closely and never leave them unattended when sleeping, protecting children and keeping them safe.

Children are learning about how to stay safe in a variety of situations through role-play, such as wearing seatbelts. Adults demonstrate to children how to use tools such as scissors and staplers, so they can use these safely, minimising the risk of accident. They understand rules for safe and co-operative play, such as not pushing or snatching, so children do not get hurt. Good procedures are in place for carrying out risk assessments so that adults can ensure the premises, equipment, furniture and toys are in good condition and well maintained. However, use of the climbing frame in the outside area is not included in the procedures, to ensure it remains safe for frequent daily use.

Areas leading directly from fire exits are not checked for potential hazards, compromising children's safety on emergency evacuation of the premises. Drills are practised regularly so that children know how to stay safe and protected in the event of a fire. However, records are not kept on the premises of children out on visits to local places of interest. Therefore they are not properly accounted for should emergency evacuation be necessary, compromising safety. Children are protected and kept safe from harm through adults knowing how to respond appropriately to child protection issues. Adults know how to make a referral should concerns arise, protecting the best interests of the child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young babies enjoy a safe and nurturing environment that meets their individual needs and helps them to settle and feel secure. Their base rooms are very well presented so that toys and play materials are easily accessible and invite exploration and discovery. Their programme of activities includes play experiences that encourage babies to learn using all their senses. Adults sit with babies, cuddle, sing and talk to them. Consequently they receive appropriate amounts of attention,

promoting their wellbeing, development and acquisition of skills. Babies are thriving because care routines provide a balance of indoor and outdoor activities, coupled with opportunities for rest and sleep, meals and drinks, at regular intervals and at appropriate times, to meet their individual needs.

Toddlers enjoy an interactive environment with plenty of 'hands on' play and learning experiences. Their base room is very well set out for the morning session, so that they can make choices from a wide range of interesting and stimulating play activities. Resources are arranged to encourage children to play together in small groups, providing opportunities for them to learn to share and take turns.

Adults are generally well deployed to support children's learning and they ask children questions relating to colours, numbers, shapes and sizes to promote their learning in these areas. The early afternoon session is less well arranged and is generally organised to meet the needs of sleeping children. The darkened room and limited play space, reduces the quality of children's play and learning experiences. A suitable programme of activities for this time of day, is not included in the overall planning for the group, so children are missing out on valuable play and learning time.

Adults tend to manage the group of toddlers 'as one'. They use rotas for care routines scheduled as tasks, such as one adult undertaking nappy changing for the whole group, one adult completing all the daily record sheets and one adult amusing the children with singing, while the remainder are deployed to cleaning, tidying and preparation of the room for the next activity. These arrangements are not appropriately taking into account children's needs for personal care and individual attention. Therefore their welfare, care and learning are not fully promoted in line with the Birth to three matters framework. Although key workers are named for individual children, they are taking very limited responsibility in supporting children to cope within the group, so that more assertive children have greater use of resources and quieter children sometimes play alone.

Nursery Education

The quality of teaching and learning is good.

Adults working with children have a good understanding of the Foundation Stage so are able to plan and provide effectively to meet children's learning needs. They create an accessible and stimulating environment that encourages and motivates children to try out new things. Children have very positive attitudes towards learning because adults praise their efforts and help children to feel good about their achievements. The accommodation is very well arranged so that children can play and learn in small groups. They happily go off to the small room to take part in a good range of learning activities, including use of a computer and later return to the main room, confident and secure in their abilities.

Children describe enthusiastically what they have done and what they have learnt. They receive much individual support and guidance, helping them to acquire knowledge and skills in all areas of the curriculum. Children are making good progress, because adults are using observational skills very effectively, to assess

children's abilities and to plan and provide activities that develop them as individuals.

Children are very sociable and chatty because adults create a relaxed environment that allows children to engage in spontaneous play and to move around the room independently. Children select resources and use these creatively and imaginatively, such as taking writing materials into the role-play area. Children's learning experiences are enhanced by some excellent opportunities to take part in role-play, such as pretending to prepare and travel by aeroplane.

Adults take an active part in children's learning by introducing them to a wide vocabulary and asking children open questions to help them think and express ideas. Children's knowledge and understanding is also well developed through a good range of practical 'hands-on' activities, such as making pizza's. Children are very well behaved and co-operative, because adults fully support and encourage positive relationships and group play. Children are extremely good at sharing, because adults give children clear explanations, enabling them to negotiate and agree fair turns.

Children confidently write for different purposes because they have use of wide variety of stationery. They understand words carry meaning as resources and wall displays are clearly labelled. They are developing an appreciation and enjoyment of books because these are attractively presented and the children can visit the reading room independently. They are very keen to write their names and can identify letters on a computer keyboard. Children are keen to practise counting and use positional language appropriately, such as who is first or fourth in the line. They enjoy experimenting with colours and mixing paints, although the range readily available is limited. Children talk with real interest about living things and know that plants need water to help them grow.

Children's hand and eye co-ordination is well developed, because they have very good opportunities to practise using a broad range of equipment and tools, from bats and balls in the garden to using tongs to serve food at meal times. Children make a positive contribution to meal times though helping to set the tables and serving food. They know which foods are good for them, because they talk about these though practical themed activities, although they are not talking more generally about healthy eating during mealtimes. Children enjoy active play in the outside area, promoting physical skills, although there are some missed opportunities to talk about the benefits of exercise to their health.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy using a range of books, toys and play materials that reflect diversity, promoting positive images of differences. They are learning about other cultures and customs though some themed activities included in the programme. Children are adopting positive attitudes to differences through adults using books and reading stories in an enthusiastic and animated manner, capturing their interest. Children are learning about equality through the adults' positive attitudes, such as boys and girls can dance, when talking about ballet. Girls and boys have equal access to role play and small life toys, such as dolls and cars and are confident and comfortable in their

pretend play with these.

Children with special needs are integrated well into the setting, so that they can make relationships with other children and benefit from the resources and facilities available. Children are well supported, their needs identified and addressed so that they make good progress. Inclusion is positively promoted through adults being appropriately trained and supported in looking after children with special needs. They work well with other agencies, such as speech and language therapist, so that children receive consistent help and care.

Older children play particularly well together, as adults continually promote good social skills through praise, reinforcing acceptable and desired behaviour. Toddlers are supported to share and take turns when they get into difficulties and some seek help from adults through crying out, so as to make their needs known. Sometimes children snatch resources and keep possession of these because not all incidents are noticed by adults. Quieter children tend to give in to more assertive children and are sometimes left unsupported, so children are not consistently learning appropriate social skills.

Parents are made welcome in the setting and generally receive some good written information on a daily basis, about their children's care routines and activities. The information recorded is sometimes a little too general and not specific to an individual child, so parents can not always be sure what their child has had to eat or drink or what skills their child has practised through particular play activities. Parents value the information and will ask for their child's day sheet, but it is not always readily available when they collect their child, so younger children's welfare and partnerships with parents are not fully promoted. Children's spiritual, moral, social and cultural development is fostered.

Nursery Education

Partnership with parents and carers is good.

Good opportunities are created for parents to meet with adults, to talk about children's progress and development and to plan for next steps. Parents are encouraged to say which particular skills they would like their children to develop, such as using a pencil and these are included in the child's plans. Adults share some good written information with parents, so that they have a very clear understanding of their child's abilities and attainments within the nursery setting. Adults effectively use information received from parents, so that children's care and learning needs are appropriately addressed.

Organisation

The organisation is satisfactory.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive appropriate levels of supervision. Records, policies and procedures are in place, supporting the safe and efficient management of the setting and most are

implemented effectively, so that the welfare, care and learning of the children are actively promoted.

Children are generally happy and settled in the setting, especially in the baby and pre-school rooms, because these are particularly well organised to meet children's needs. Toys, play materials and equipment are attractively arranged in all group rooms, to stimulate children's interest and to enable them to choose what they want to do. Children are offered a wide range of different resources on rotation and in connection with themed activities, so that they enjoy a broad base of learning experiences.

Meal times are especially well organised, so that children sit together in groups and enjoy conversation. Older children actively enjoy helping to set the tables and serve themselves and others, helping them to develop some independence. The setting for babies is comfortable and nurturing so that they enjoy their meals and are well nourished. Arrangements enable adults to provide a good level of personal care, so that babies are settled and secure at meal times.

For the most part, children enjoy a well organised programme of activities both inside and out, so that their all round developmental needs are met. Routines for toddlers are less well organised, so individual care needs are not always met appropriately. Children are not always fully supported and receiving consistent care, because the team and leadership for the toddler room is not fully established. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The nursery managers provide effective guidance and support to adults working directly with the preschool children, so that they deliver a well balanced programme of learning activities that meet children's needs. They are keen to ensure adults are appropriately trained and suitably skilled to work with children and provide on-going training and learning opportunities to enhance childcare practice.

Managers arrange annual appraisals to help adults identify their strengths and areas for improvement. They actively ensure adults are appropriately deployed so that they complement each other in teaching and care skills. Managers provide practical support in the form of meetings, building key teams to promote effective provision for the different age groups of children within the setting. They ensure that adults have the appropriate tools, equipment and resources to do their jobs, promoting children's learning through play.

Managers have a clear vision of what they hope to achieve in the setting, to promote children's learning through the early years curriculum. The nursery environment is well presented, orderly, and arranged so that learning intentions are clearly evident and promoted through sound organisational skills. Managers are committed to self evaluation and continual improvement in the setting and demonstrate a strong desire to tackle any difficulties, so that children receive appropriate care and learning experiences. Managers are keen to promote an inclusive environment and make very good use of the advice and support available from the area SENCO and Local Authority Early Years advisor, so that children's needs are properly identified and appropriately addressed.

Improvements since the last inspection

Since the last inspection the provider has addressed the three actions agreed. Risk assessment is carried out regarding the carrying of trays of food up and down the stairs, so that procedures are safe. Fewer items are carried to lighten the load, reducing the risk of potential accident. A procedure is in place in the event of a child being lost, so that an appropriate response can be made to deal with such an incident. An action regarding the provision of a covered walkway between the two nursery buildings is no longer applicable, as alternative arrangements are in place to meet babies personal care needs. They have a nappy changing area in same building as their base room, so do not need to be taken across to the adjacent building.

Since the last inspection the provider has addressed the four recommendations agreed. There are sufficient, suitable toys, equipment and materials to provide stimulating activities for all children in all areas of play, learning and development. This has been achieved through the provider reviewing the overall stock and provision of resources and introducing an ongoing replacement schedule, so that provision remains suitable to meet children's play and learning needs. Nursery meal time routines have been reviewed so that the morning session is extended, providing a longer play session, promoting further learning opportunities. The nursery's medication and illness policy has been reviewed to include the exclusion of children with an infection, such as conjunctivitis, reducing the risk of spread of infection and promoting the health and welfare of all the children. Systems for recording children's development are used appropriately to aid planning and progress children's learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 mid-day meal is nutritionally balanced and children are offered healthy choices; make sure details about accidents and medication are recorded confidentially; make arrangements for routine high level dusting of fans and ledges; and provide a hygienic floor play environment for babies
- ensure there are no potential hazards on leaving the premises via fire exits; conduct a risk assessment of the outdoor climbing frame; and keep records on the premises of children and adults on outings
- provide a planned programme of play and learning activities to meet children's needs during the early afternoon session and make reference to the Birth to Three Matters Framework when planning and organising care routines to support individual needs
- develop proactive approaches to behaviour management and the promotion of social skills; and ensure written information about care routines and activities are specific and details are readily available to parents;

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):

- create opportunities as part of the daily routine to talk about healthy eating and the benefits of exercise; also applies to care inspection
- provide a full range of paints on a daily basis with tools and equipment for mixing and exploring colour ranges

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