

# Premier Nursery

Inspection report for early years provision

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**Unique reference number** EY360965  
**Inspection date** 15/02/2010  
**Inspector** Margaret Moffat

**Setting address** 62 High Street, IVER, Buckinghamshire, SL0 9NG

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Premier Nursery is one of three nurseries run by SRK Limited. It opened in 2007 and operates from five rooms in a purposely restored building situated in Iver, Buckinghamshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am until 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 58 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs, and supports a number of children who speak English as an additional language.

The nursery employs 12 staff to work with the children and a cook works on site on a part time basis. Eight of the staff, including the manager hold appropriate early years qualifications. Four staff are working towards appropriate childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are comfortable and secure in the nursery. Staff know the children well and provide a range of stimulating activities to support their learning in all areas and meet their individual needs. They demonstrate a good understanding of equality of opportunity and how to promote inclusion and children are treated with kindness and respect. The management team has identified some areas for improvement although the process of self-evaluation is not yet fully underway to ensure the outcomes for children are effectively met.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of the names of children looked after on the premises and their hours of attendance are recorded accurately (Documentation) 15/02/2010

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

- update record of risk assessment to include any assessments for all outings and trips
- implement a self assessment system, to monitor the provision and outcomes for children

- continue to develop the planning and assessment system to fully support children's individual needs and interests to ensure their next steps in learning are planned for effectively
- develop systems for liaising with other providers delivering the EYFS to children to ensure progression and continuity of learning and care
- support children in the use of computers by ensuring these are in working order

## **The effectiveness of leadership and management of the early years provision**

All staff who work in the nursery undergo appropriate checks to ensure their suitability. Recruitment and induction procedures are in place and regular appraisals assess the ongoing suitability of staff and provide them with opportunities for further training. Staff are deployed well throughout the nursery and are aware of their roles and responsibilities. Staff demonstrate an appropriate understanding of child protection issues and the signs and symptoms that would alert them to have concerns about a child in their care. They are aware of the procedures to follow and appropriate documentation is available to help with the process. All required documentation, policies and procedures to ensure the safety and welfare of the children is in place. However, the record of daily attendance does not accurately record the number of children present or their hours of attendance. This is a breach of regulation.

Daily checks of the rooms and outside area are undertaken to ensure the premises remain safe and secure for the children. Risk assessments are carried out and updated regularly and any new identified risks are added. Parents give permission for children to go on local outings such as to the park and shops. Staff complete outings forms each time they go out and full risk assessments are completed for trips, however, this is not extended to outings in the local area. Space is organised effectively to ensure children can move around and play comfortably in all rooms. Toys and resources are readily accessible, providing children with choices of the activities they wish to be involved in. Wall displays of children's family photographs, their art work and posters of people from around the world, gives children a sense of belonging and positively promotes the diversity of society and provides children with positive images.

They have addressed the recommendations from the last inspection and this shows their commitment to continuous improvement. They are aware of their areas of improvement and recognise training in the Early Years Foundation Stage (EYFS) and the need to improve the outside area to allow children more access and to include in planning as priority. They have already purchased some new toys and resources for outside to assist with this improvement. They recognise the need to improve the monitoring and evaluation of the nursery to improve the outcomes for children. Parental questionnaires have recently been given out to ask their views on the nursery.

Staff gather useful information about the children before they start and regular informal discussions with parents allows staff to find out more about the

individuals over time. Parents receive daily sheets commenting on what their children have been doing during the day as well as information regarding eating, sleeping and nappy changes for the younger children. There are regular meetings to discuss children's progress and parents are made aware they can have access to their children's files at anytime and discuss any concerns they may have. Parents comment on how well looked after their children are, how happy they are in the nursery and how staff are very friendly. Although the setting has developed appropriate partnerships with external agencies and services which support individual children, these links have not been extended to other providers delivering the EYFS.

## **The quality and standards of the early years provision and outcomes for children**

Children are settled and happy in the nursery. They form positive relationships with the staff who are warm, supporting and caring. Children develop their personal independence appropriately as they deal with their own care needs such as dressing themselves and serving up their own food at mealtimes. There are appropriate hygiene routines in place to prevent the risk of cross infection and children show a good awareness of routines as they wash their hands without prompting at appropriate times and visual displays are used to remind children to do this when visiting the toilet. Children enjoy a range of healthy and nutritious meals and snacks which take account of their individual needs and preferences. Drinks are readily available in all rooms for children to access. Children enjoy playing outside in the fresh air where they have opportunities to run around and play on the large play apparatus to develop their physical skills. They ride on bikes, climb on the climbing frame and balance on tyres as they walk across them. They also have opportunities to mark make and draw pictures on the walls. This helps promote their understanding of a healthy lifestyle.

Most staff have an appropriate understanding of the EYFS and make observations that identify children's achievements and use these to plan children's next targets. They plan activities and use these to support children in their targets. However, the plans are not yet based on all children's individual needs and interests to further support their learning. Staff have the necessary skills to support learning and ask open ended questions that encouraged children to think creatively.

Babies and toddlers love to play with a range of tactile objects that excite their senses. They have vegetable soup in the water tray and like to splash with their hands and pick up the different vegetables and squeeze them between their hands. They smear paint on themselves in body painting activities and walk and jump around the floor making foot prints. The expressions on their faces show delight. Staff are attentive to the needs of babies as they sit with them on the floor talking and playing with them helping them to learn. Staff display children's artwork in all rooms showing how much they value individual achievements. Older children have made number and alphabet lines for their rooms and labels with their names for the back of their chairs. This is accompanied by a photograph of the children in other rooms and helps children find their own chairs when needed. Children enjoy books and have many opportunities to read these by themselves or

be part of group story time. Children listen intently as staff read the story and then join in at the end as they look at pictures as staff ask questions to encourage children to think for themselves or develop their ideas. For example, they join in familiar phrases and talk about how stupid is not a nice word to say and people become upset if you call them this. Children's mathematical development is encouraged as many can recognise numbers between one and ten in and out of sequence and they are provided with opportunities to do simple calculations with objects and in everyday tasks. As they pretend to make pancakes with the sand and put them in the oven, they talk about them being in their for ten minutes to cook. As they take them out of the oven they remember they need oven gloves as they may be hot. Whilst there are computers within the nursery these are currently broken and therefore children do not currently have opportunities to develop their skills in this area. Children are beginning to gain an understanding about diversity as they celebrate festivals, play with a range of resources such as dolls, dressing up clothes, small world toys and read stories.

Children are developing an understanding of how to play safely within the setting as staff supervise them closely and remind them of any dangers. Children behave well and staff are consistent in their approach to dealing with behaviour issues ensuring children are aware of what is expected of them. Children respond favourably to the praise and encouragement they receive from staff. Children secure appropriate skills for the future in order to progress their learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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