



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 115326

DfES Number: 584920

INSPECTION DETAILS

Inspection Date	12/08/2003
Inspector Name	Christine Lynne Hodge

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Premier Lodge Day Nursery
Setting Address	11/13 Station Road Sidcup Kent DA15 7EN

REGISTERED PROVIDER DETAILS

Name	Mrs A Grice
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Premier Lodge Day Nursery is privately owned. It was opened in 1996 and operates from two converted houses, in Sidcup. The children are grouped according to age. The four-year olds and majority of the three-year-olds are accommodated in separate rooms on the first floor of the building. Some of the three-year-olds are located on the ground floor with the two-year-olds. Children under two years are located in two additional rooms.

The nursery is well established and serves families from the surrounding residential area.

The nursery is open all year round, Monday to Friday from 8.00 am to 6.00 pm, with the exception of bank holidays. It is registered for 55 children aged from one year to five years.

There are currently 119 children on roll. There are 38 three-year-olds, 36 of whom are funded and 5 funded four-year-olds. The nursery provides support for two children for whom English is an additional language. At present there are no children identified with special educational needs.

The staff team comprises a manager and deputy, both of whom hold a recognised childcare qualification. Twenty four members of staff work with the children, sixteen hold recognised qualifications, six members of staff are currently training and the remaining two are unqualified.

The nursery receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Premier Lodge Day Nursery provides satisfactory care for children. Children are grouped according to age in adjoining buildings. Plans to join the two buildings by a covered walkway have not materialised so far, with the result that moving between

the two buildings during the winter months is not ideal. There is a comprehensive operational plan in place and a high level of qualified staff are employed. Staff operate a keyworker system. There are clear routines for eating, playing and sleeping, which help children to feel secure. However, the morning session is short due to the closeness of breakfast and lunch times. Documenttion is mostly in place with the exception of a policy for the procedure to be followed, should a child be lost.

The nursery is clean and safe. Staff ensure that children's special dietary requirements are met and that good hygiene practices are maintained through out the nursery.

The nursery has a suitable range of toys and equipment for children three years and under, but resources for four-year-olds lack challenge, especially in the areas of construction and role play. Staff working with the older children do not work together as a team to plan activities and restricted space for the four-year-olds limits children from having access to the full range of activities. Staff have a consistent approach to managing behaviour through praise and encouragement.

Relationships with parents are good. The nursery has a Parental Involvement Policy which invites parents to take an active role in the nursery. New parents are provided with a folder containing the nursery's operational plan and detailed policies and procedures. Daily information sheets inform parents about their child's day.

What has improved since the last inspection?

At the last inspection the nursery manager agreed to notify OFSTED in writing of any changes made to the premises or their use, to continue to add to play provision, to ensure that regular risk assessment are under taken of the premises and outdoor area, introduce a recording system to ensure that the specific needs of each child are identified and met and to undertake additional training in Child Protection and gain awareness of Bexley's Area Child Protection Procedures.

The nursery has agreed to notify OFSTED in writing of any changes to the premises. Play provision has been increased and is continuing to be added to regularly. Comprehensive four monthly risk assessments are now carried out to the premises and outdoor play area and a system for recording children's development has been introduced. The nursery has a copy of the local ACPC guidelines and the nursery manager is waiting to attend a three day child protection course at West Kent College in September.

What is being done well?

- There are comprehensive policies on all health and safety issues. Staff are vigilant and give high priority to children's safety both inside and outside the nursery. A full risk assessment on the premises is undertaken every four months.
- Provision for children under two is good. Staff plan a range of varied activities which cover all areas of children's development. They interact well with the children and sit with them on the floor and at table activities. Staff complete

daily information sheets which inform parents about activities, sleep, meals and nappy changing.

- There is a strong emphasis on positive behaviour in the nursery. Staff consistently praise and encourage children and are sensitive to their needs. Children take turns, share and are generally well behaved. They respond well to guidance from adults. There is a behaviour management policy in place.
- The information given to parents is concise and well documented. New parents are provided with detailed information about the nursery and a set of policies and procedures. Staff complete daily information sheets on the children, which are given to parents when they collect their child. Staff are always available to talk to parents and parents are welcome to phone the nursery during the day.

What needs to be improved?

- the procedure for what to do in the event of a child being lost;
- the length of the morning play session;
- the needs of the four year olds;
- the policy about the exclusion of children who are ill or infectious and on medication;
- the planning and range of activities that promote children's learning in all areas;
- the erection of a covered walkway between the two buildings.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
4	ensure that the covered walk way between the two houses is in place before the onset of inclement	30/09/2003

	weather and keep OFSTED informed of the progress;	
14	draw up a procedure to follow in the event of a child being lost.	31/08/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	review nursery mealtime routines to extend the morning play session;
3	use the current child development record system to plan and progress children's learning;
5	ensure that sufficient, suitable toys, equipment and materials provide stimulating activities for all children in all areas of play, learning and development;
7	review the nursery's medication and illness policy;

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Premier Lodge Day Nursery provides children with a warm, friendly and secure environment. Staff have a genuine attachment to the children which is effective in promoting their self-esteem.

Children's progress towards the early learning goals is limited by significant weaknesses in the areas of; mathematical development, knowledge and understanding of the world, physical development and creative development. Children are making generally good progress in their personal, social and emotional development and in communication, language and literacy.

The quality of the teaching has some significant weakness. The method use by staff to assess children's progress along the stepping stones, does not record individual progression and does not inform future planning. Staff are not always clear about the intended learning outcome of activities. Restricted space for the four-year-olds, has hindered staff's ability to provide a broad range of activities covering the six early learning goals. Despite these difficulties, staff have a calm, caring and enthusiastic approach, and overall they work hard to support children's learning.

Leadership and management is generally good overall. The nursery benefits from a strong emphasis on staff development and is committed to making improvements in the delivery of the foundation stage curriculum. The setting, has been slow to develop systems to assess its own strengths and weaknesses and to evaluate and review the effectiveness of the provision for nursery education.

Partnership with parents is generally good. Parents are kept well informed about the daily operation of the nursery, the foundation stage and activities. Parent are invited to attend regular meetings to discuss their child's progress. However, weakness in the assessment process, means that parents cannot easily see the progress their child has made over a given period of time.

What is being done well?

- Dedicated and caring staff create an atmosphere where children are happy and secure.
- Relationships within the nursery are good; staff have high expectations of behaviour.
- Children's speaking and communication skills are promoted well. Children are confident speakers and listen attentively.
- Children's learning is extended and enhanced through the use of interesting topics, which provide a focus for activities.
- Staff foster good relationships with parents and encourage them to be

involved in their child's early learning experiences.

What needs to be improved?

- staff's knowledge and understanding of the early learning goals;
- the linking of assessment and planning so that activities can help children move on to the next stage;
- the emphasis on mathematics, knowledge and understanding of the world, physical and creative development;
- the space and resources for the four-year-olds, to support their learning and develop their independence;
- the systems to monitor and evaluate the effectiveness of the nursery education.

What has improved since the last inspection?

The nursery has made limited progress in addressing the key issues since the last inspection. Some staff have improved their knowledge of the curriculum requirements. However, they have yet to impact sufficiently on children's learning.

Planning and assessment systems are developing to reflect the early learning goals.

The lack of sufficient resources for the effective delivery of the curriculum remains a key issue.

Progress has been made in the area of developing the speaking skills of three-year-olds, and taken overall three-year-olds have made generally good progress since the last inspection. In contrast the programme for four-year-olds lacks challenge for the more able children.

The setting has appointed a special needs co-ordinator and staff are familiar with the special educational needs code of practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. Children play well together, they take turns and share equipment. They are well behaved, polite and caring towards the each other. Children are generally confident, enthusiastic and motivated to learn. Lack of space, structure of daily routine and lack of resources in the four-year old room, results in few opportunities for children to play independently and make free choices.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in this area. Speaking and listening skills are developing well, as children attentively listen to stories. Children show an interest in books, they have access to a range of good quality books. There are few opportunities for children to link sounds to letters. Children copy and write their name during planned activities. Children are not routinely encouraged to practice writing in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in mathematics has significant weaknesses. Insufficient attention is given to adding and subtracting in daily routines. Children count reliably up to ten. The three-year-olds enjoy number rhymes and visual displays support number recognition. However, four-year-olds have too few opportunities to solve mathematical problems, due to lack of challenging mathematical equipment and use of construction. Four-year-olds are not sufficiently challenged in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's progress in this area has significant weaknesses. Children learn about the wider world through topic work, but lack support through practical experiences. Some of the younger three-years-olds have enjoyed visits within the local community. This however, has not been extended to all children. Children have grown sunflowers and sometimes search for insects with magnifying glasses. There is a general lack of opportunity to explore natural materials and objects.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's physical development has significant weaknesses. There are many useful activities to develop fine motor skills, for example threading and peg boards. Children have use of an outdoor play area. Children enjoy organised group games and free play physical activities. During the winter months the four-year-olds have limited indoor space, which impacts on their overall physical development. Physical play is currently not fully incorporated into the overall planning.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in this area has significant weaknesses. Children explore painting, printing and collage. However, staff at times over direct the children's art work. Children have varying opportunities to play imaginatively. Lack of role play equipment limits children's ability to extend their play and develop their imagination, especially for the four-year-olds. Planning for music and singing is limited.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop staff's knowledge and understanding of the early learning goals, in the areas of mathematics, knowledge and understanding of the world, physical development and creative development;
- Develop effective systems for assessment and planning, to ensure that records of children's progress are used to inform future planning and build on what children already know;
- Ensure that space and resources are sufficient for the effective delivery of the curriculum, especially for the four-year olds;
- Implement effective systems for monitoring and evaluating the provision for nursery education.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.