

# The Premier Nursery Education Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	310495
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	Lynne Naylor
<b>Setting address</b>	197a Sussex Road, Southport, Merseyside, PR8 6DG
<b>Telephone number</b>	01704 539 800
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Premier Nursery Education Centre is privately owned. It was registered in 1996 and operates from converted chapel buildings in Southport. Children are cared for in three large play rooms on the ground floor and they have access to enclosed outdoor play areas.

The nursery opens Monday to Friday from 8am to 6pm, all year. A maximum of 46 children may attend at any one time. There are currently 68 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. One staff holds an early years qualification at level 2 and 10 staff hold qualifications at level 3 or above. Of these, one staff is level 5, one is level 6 and one holds Qualified Teacher Status. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's unique needs are effectively met and they make good progress in their learning and development. The nursery is organised to be inclusive, accessible and safe. The written risk assessment record does not clearly show all legally required information. However, effective policies and procedures are followed to maintain children's health and safety. Leaders and managers demonstrate a good capacity for continuous improvement as they set realistic targets for development and tackle them systematically. Staff have positive relationships with parents and strong links with other agencies involved with individual children.

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

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

- extend the written risk assessment to ensure it includes anything with which a child may come into contact (Suitable premises, environment and equipment).
- 06/06/2011

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

- enable parents to match their observations to the early learning goals, when using to identify learning priorities and agree next steps.

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

Staff understand and follow clear, written policies and procedures to safeguard and promote the welfare of children. They recently updated their knowledge of child protection and are aware of how to work with other agencies to protect children. Clear recruitment and vetting systems are followed to determine the suitability of staff to work with children. Most staff are trained in first aid, which enables children's health to be efficiently safeguarded in an emergency. Staff minimise identified hazards indoors, outdoors and on outings, which keeps children safe, protected and supported. However, some are not clearly recorded in the written risk assessment. This is a partial breach of a specific legal requirement. Each type of outing has its own written risk assessment and other records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation practice, accidents and medicine administration.

There are a number of useful systems in place to drive and secure improvement. A formal system of self-evaluation is well underway, which uses robust criteria and takes good account of the views of staff. There are other useful systems of evaluation, which take account of the views of parents and other agencies. Consequently, the plans for future improvement are well targeted. Staff make good use of training opportunities and local authority support to consistently update their skills. It was a recommendation from the last inspection that the provider ensure the dignity and privacy of children using the toilet area. The provider is still seeking ways to address children's personal care needs discreetly as there are no doors on the toilet cubicles. All the other recommendations from the last inspection have been fully addressed. These and other self-identified developments have improved the outcomes for children. Due to the thoughtful re-organisation of the play rooms, children easily help themselves to a wide range of high quality toys and equipment. Staff actively promote inclusive practice and respect for equality and diversity. Toys and images in books and on wall displays promote positive images of gender, culture and disability.

Outdoor play areas are particularly well designed and thoughtfully resourced from sustainable materials. Children actively learn outdoors in all weathers as there is a large covered area in addition to a wide range of other outdoor spaces. Excellent use is also made of space indoors to provide a wide range of different activities and experiences. Good quality resources are varied, readily available and used well to support children's learning and development.

The nursery has positive working relationships with parents. Parents provide valuable information about their children's background, interests and abilities when they first start to attend. This enables staff to quickly identify each child's starting points and begin to tailor learning experiences to the interests and abilities of individual children. Informative policies and procedures, regular newsletters and noticeboards keep parents well informed about how the nursery operates and the types of activities provided. Many aspects of working with parents are flourishing. Parents spoken to during the inspection praise all aspects of the nursery. Some

parents particularly enjoy attending the organised events, such as 'Dad's den day', when children and any male family members construct dens. Or 'stay and create' day when craft materials are available for use. These and other events help parents and carers support their child's learning.

Children have an individual achievement record containing observations and assessments of their progress noted by staff. Staff specifically plan interesting activities and experiences to successfully promote the development of each individual child. There are useful systems in the early stages of implementation to encourage more parents to exchange information about their child's learning at home. Currently, the achievement records are not fully linked with information provided by parents. This limits staffs' ability to cross check that each parent has had opportunity to make comment about each area of learning or to agree next steps.

Staff work closely with a high number of other agencies and professionals to support individual children with special educational needs and/or disabilities. There are currently no children who also attend other early years provision. However, the management team are clear about the importance of working in partnership with other settings when the need arises to support children's continuity of care.

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

Children's individual health, physical and dietary needs are well met. They eat nutritious meals, cooked on the premises, which include plenty of fruit and vegetables. Children are knowledgeable about all aspects of healthy living. They grow a wide range of vegetables in the garden, prepare and eat them. They invite parents to special events to share the vegetable soup and sandwiches that they have made. Children confidently help themselves to drinks of water when thirsty and competently set the table for meals and wash their own pots after snack. Every day children exercise vigorously in the fresh air as they engage in a wide range of physical activities outdoors. Babies develop well physically as they crawl around in ample space. Babies and children sleep comfortably and hygienically in cots or on beds, with their own bedding and any comforters brought from home.

Children demonstrate a clear sense of security and belonging. They confidently talk to each other, staff and visitors. Children behave very well. They learn about safety issues through stories and from interesting visitors such as the community support officer. Children have opportunities to take risks, problem solve, use thinking skills and to use tools safely during play activities. They go for walks in the woods and collect items for the nursery such as pinecones for the sensory area or twigs for the insect hotel that they have constructed from crates in the garden.

Children develop social and learning skills that equip them well for the future. For example, children work well independently and learn successfully through self-selected play based activities. They acquire valuable skills in communicating, literacy, numeracy and information and communication technology as they play. Children draw and write with an extensive range of implements, for example, with

sticks in sand, chalks on boards, a wide range of pens and pencils on paper and water on the garden fence. They purposefully apply their good literacy skills. For instance, they write the labels that identify what is in the storage containers. Children demonstrate a good understanding of technology. Toddlers operate push-button activated toys and older children operate simple computer programmes. Children learn about their own cultures and festivals and those of others as they enjoy related craft activities. They consider the needs of others as they take part in fundraising events, both local and national. Children play imaginatively in a wide variety of role-play situations such as a home, a petrol garage and a veterinary surgery. In the painting and craft areas children independently access paint, dough and model-making materials. Staff successfully support children to be expressive and develop their own creative ideas. As a result, children make good progress towards the early learning goals in all areas of 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



