

Premier Nursery Education Centre (Ainsdale)

Inspection report for early years provision

Unique reference number	502328
Inspection date	16/12/2011
Inspector	Dorothy Williams
Setting address	3 Shore Road, Ainsdale, Southport, Merseyside, PR8 2RF
Telephone number	01704 570 800
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Type of setting	Childcare - Non-Domestic

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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 Education Centre (Ainsdale) opened in 2001 and is one of two settings owned by a private provider. It operates from three ground floor and two first floor rooms in a large detached building. It is situated in a residential area of Ainsdale, Southport. Children have access to a fully enclosed outdoor play area.

A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday, except Bank Holidays, from 8am to 6pm. There are currently 68 children aged under eight years on roll, some of whom receive funding for early education.

The nursery employs 10 staff to work with the children, all of whom hold appropriate early years qualifications. The setting receives support from Sure Start and the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides an extremely warm welcoming and stimulating environment for children. Staff are highly motivated and have a very clear understanding of the Early Years Foundation Stage which results in children making excellent progress in their learning and development. There are very strong partnerships with parents and carers and other professionals. Safeguarding procedures are robust and highly effective in protecting children and promoting their welfare. Policies and procedures are regularly reviewed and implemented to a very high degree. The manager and staff have exemplary monitoring and evaluation systems, which ensures ongoing reflective practice and a strong capacity for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- To further improve the high quality early years provision the registered person should consider: increasing the range of natural materials and resources available to the very young children

The effectiveness of leadership and management of the early years provision

Robust and extensive systems for recruitment and selection of staff, students and volunteers ensure that children are safe at all times. Staff have a very broad and clear knowledge and understanding of safeguarding, which is enhanced by training and an in depth induction and monitoring programme. As a result, the children's welfare is given very high priority. All records, policies and procedures are very

effectively maintained. Thorough risk assessments are carried out and updated regularly. Children are further protected as detailed daily safety checks are made by staff on all areas and are clearly annotated. Fire drills are conducted with children on a very regular basis and a log maintained. The registered provider is proactive within the setting and values the whole staff team. There are good staff to child ratios, which ensure that children receive a high level of support in their learning and development. The staff are highly motivated and dedicated to providing the best opportunities for the children in their care. This is demonstrated by the level of qualifications achieved and the ongoing training and development records within the setting. The management team have very robust systems for monitoring and evaluating the quality of provision and meet regularly with staff to reflect on practice. As a result the children make excellent progress in all areas of learning and development. Comprehensive equality and diversity policies and an excellent key person system means that all children are included and have their individual needs met. Key persons meet regularly and buddy up to effectively support children, for example, the toddler and baby room staff change round during transition periods. An innovative sibling policy allows children to visit and play with their siblings during the day to assist with the settling in process. As a result transition is smooth and children progress steadily from room to room. There is ample opportunity for children to choose their own activities as all resources are within reach and are clearly labelled with pictures, text and children's own marks.

The setting has very strong partnerships with local schools and other providers which enhance the children's experience and ensures consistency of provision. Partnership with parents is a particular strength of the setting. Parents speak very highly of the staff and the excellent communication they have with parents and grandparents. They tell of the superb progress their children make whilst at the setting. Parents say their children have come on 'in leaps and bounds' since attending this setting. Staff value the parents' input into all aspects of the children's care and development, which is evident from the comments in the children's learning profiles and the displays demonstrating home/setting partnership. For example, there is a display on the children's Christmas traditions using photographs, drawings, mark making and writing from home, also display books on family holidays. As a result families feel that their home life is valued and respected parents say they can talk to the staff about anything and know they will be listened to and respected.

All partners are involved in self evaluation including local authority, staff, parents and children. This clearly demonstrates effective reflective practice, an awareness of the setting's strengths and weaknesses and a real capacity to improve. Focussed improvement plans are in place to further enhance the provision and improve outcomes for children.

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

Children are at the heart of everything the setting does. As a result they make excellent, consistent progress in all areas of learning and development. Staff have

a clear and detailed knowledge of the Early Years Foundation Stage and how children learn. They provide well planned varied activities to meet individual needs. When first visiting the setting children are encouraged to meet staff and enjoy an extended settling in period. Children choose their own key person through active bonding and communication. The staff keep very thorough records of observations and achievements. This helps them to plan effectively for next steps in development and to extend the children's interests appropriately. Positive relationships mean that children become confident and competent learners. The staff are excellent role models and as a result children's behaviour is exemplary; for example they help each other when dressing up, find their own shoes, use excellent table manners and are polite. Each room is equipped with a good variety of age and stage related activities. Treasure baskets and musical activities enhance babies' manual dexterity and enables them to explore using all their senses. Older children are encouraged to extend their learning as staff talk to them about their experiences at home and support them in making books to reflect their Christmas traditions, they write for a purpose by sending letters to Father Christmas and use number effectively with an Advent calendar. There is an extensive range of multicultural and bilingual resources, which enhance learning and ensures inclusion of all local cultures. In this way children extend their knowledge and understanding of the world and learn to appreciate each other. The staff use picture prompts for room routines and activities. Children self register and select activities by placing their picture on a board, this means that the children make choices and become independent. The setting uses the 'Every Child a Talker' programme which has a huge impact on communication language and literacy as children become confident speakers and listeners. Posters depicting 'Every Child a Talker' outcomes are displayed to support teaching and learning. As a result children confidently talk to adults and share their experiences. When playing 'shop' children explain that you can buy eggs and bread but you cannot make sandwiches as the eggs need to be cooked and the shell removed. This shows a high level of extended language, depth of thinking and reasoning. Babies and younger children give good eye contact and respond appropriately when singing familiar rhymes or songs. Older children use the computer confidently, moving the mouse, selecting activities and adding text to their work. A wide range of malleable, craft and mark making materials is available children make good use of this they make biscuits and cakes with the dough and learn to use scissors safely. Displays show the variety of textures and techniques that children have used. They readily talk about shape and use mathematical language, such as more and less, big and little, tall and small. All areas of the curriculum are celebrated using displays, model making show boxes and high quality photographs. Children excel when acting in the Nativity play, they speak clearly and keep good eye contact. They respond well to prompts and show exemplary behaviour throughout. The 'actors' swell with pride when praised and delight in sharing their experience with visitors. Outdoors children extend their play using an excellent variety of large equipment to climb, balance, run, jump and ride. A well planned and marked out garden area is used to grow vegetables and plants, which are tended by the children. There is a composting system and children understand the need to dig in winter to prepare for the next season. Older children access the outdoor space via an external stairway, which the children use safely and with confidence. The area is used daily and in all weathers. Children delight in turning over logs to find insects and minibeasts. Children develop an excellent understanding of healthy lifestyles

because the setting places high value on healthy eating. The cook ensures that meals are well balanced and ingredients are sourced locally, using fresh organic produce where possible. The setting has achieved the 'Appetite for Life' award with a five star rating for healthy eating. Menus are displayed pictorially and parents are informed of how these meet the 'five a day' balance. The children readily eat home made casserole and comment on their favourite ingredients; those with dietary needs are well catered for. Children adopt good hygiene routines such as using tissues to wipe noses, washing hands after toileting and before meals thus creating a healthy environment.

Staff have high expectations, as a result children are highly motivated and competent learners, they are keen to share, eager to listen and take great pride in their achievements.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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