

Premier Nursery

62 High Street, IVER, Buckinghamshire, SL0 9NG

Inspection date	02/10/2012
Previous inspection date	15/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and well behaved because the staff know them well, make clear their expectations and are concerned about children's well-being and safety
- The nursery has a calm and welcoming atmosphere because staff provide a good range of toys for the children to choose and play with, particularly indoors
- Each child has a key worker who plans and provides enjoyable activities that help the children to move on in their learning and development
- The staff work well with parents and carers so that they know what their children are learning and feel involved in their development.

It is not yet good because

- Children do not have enough opportunities to play outdoors in the fresh air or to explore their environment
- Room leaders do not have an overview of all the activities provided for children throughout the day and cannot be sure that all the children in their care are being suitably challenged
- Adults do not always question the children about their learning during their independent play so that they are encouraged to solve problems.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector met with the Registered Provider and the newly appointed manager
- The inspector observed children playing in each of the rooms and in the outdoor area
- The inspector spoke with several parents and members of staff
- The inspector sampled a range of documentation, including some children's development records.

Inspector

Gill Walley

Full Report

Information about the setting

Premier Nursery is one of two nurseries run by SRK Limited. It registered in 2007 and operates from five rooms in a purposely restored building situated in Iver, Buckinghamshire. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 56 children on roll in the early years age group. Children come from

the local and wider community. The nursery supports children with special educational needs and/or disabilities and children who learn 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. Nine of the staff, including the manager, hold appropriate early years qualifications. Two members of staff are working towards appropriate childcare qualifications. The current manager was appointed in August 2012.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide children with more frequent opportunities to play and learn in the outdoor environment., including exploring the natural world and examining change over time, for example by growing plants
- improve children's learning experiences by extending planning to provide better first-hand experiences and challenges appropriate to the development of all children, and by improving the staff team's questioning techniques so that these vary according to the situation and are challenging or open-ended, as needed.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery has good procedures for helping the children to settle in when they first start attending and these useful processes involve receiving information from parents and carers about each child's interests and routines. The children develop their skills and understanding in the seven areas of learning because the staff provide a range of suitable activities for them although they do not plan a wide range of outdoor activities often enough. Each child's key worker knows them well and through regular observations they identify each child's next steps. They plan activities which enable the children to make the expected rate of progress. Adults challenge the older and more able children, for example, by talking to them about sounds and encouraging them to learn about counting, numbers and shapes. Children are curious and keen to explore so that they develop very good attitudes towards learning, which will help them when they are older and move onto school. Children with special educational needs and/or disabilities, and those learning English as an additional language are supported well, for example, in their speaking and listening. This results from the nursery staff seeking specialised external advice when this is appropriate.

The staff keep records of the new skills children have learnt and share these with parents and carers so that they can support their children further at home. Toys are stored at low level and labelled with pictures so that the children can choose and reach what they want

to play with easily. Many activities link to themes such as "People who help us". These particularly enthuse boys, for example, in their discussion and role play about the emergency services. Children develop their creative skills, for example, when they collect and paint pictures of autumn leaves and when they paint pictures of events in the Olympic Games. The children make good progress in their physical development, through climbing on the wooden climbing frame, balancing on tyres and riding tricycles. They develop their early writing skills using chalks and crayons and they learn to enjoy books by listening to and retelling favourite stories. Adults supervise the children well but they do not always question them about their learning when they are playing independently. As a result the children miss out on some opportunities to develop a wider vocabulary or to think how to solve problems.

The contribution of the early years provision to the well-being of children

Adults know the children well and are very concerned about their welfare, safety and security. They are good role models for the children and expect them to behave well. As a result children are polite; they share toys well, take turns and care about one another. They stop and listen when they are asked. There are good procedures for helping the children when they move to the next room so that they adjust and settle easily. Babies are supported well and play in a safe, calm and cosy room with a very good range of toys to interest them and to develop their ability to manipulate. Adults nurture them well, reassuring them when they are fretful and encouraging them to talk and explore. Nappy changing is hygienic and babies are supervised well while they sleep. Toddlers develop their independence by tidying their toys away, helping themselves to their lunch and putting their coats on. At the end of each day parents receive a diary sheet telling them what their children have enjoyed doing that day, what they have eaten and how long they have slept. Parents appreciate this information and share with key workers what the children have achieved at home. The nursery is developing a system for sharing information about children's progress with other settings which they attend.

The children learn about a healthy lifestyle well because they enjoy fruit at snack time and eat healthy balanced meals for lunch and tea. Staff are aware of allergies and ensure that children wash their hands before eating. Parents and carers can look at the menus. Children can drink water whenever they wish to and learn to recognise their names on their cups and chairs. The older children develop responsibility by helping to clear away after meals. Adults praise the children frequently so that they become confident and secure. Children learn to take some responsibility for their own safety, for example by talking about ways to avoid accidents and practising fire drills regularly. They learn about road safety, for example, when they go to the village shops.

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

The new manager is evaluating the provision, understanding the importance of doing so. Already she provides good induction for new staff. All staff, as well as parents, can access

information about the nursery's policies and procedures For the longer term, she has identified the need for staff appraisal, so that all staff develop further skills. The manager is ambitious and keen to make further improvements. She has yet to establish the role of room leaders so that all staff are accountable and working as teams. This change will ensure that all adults know how well all the children are progressing and can readily identify any areas where they do not reach expected levels. The nursery has met the recommendations of the last report. All staff understand how to keep children safe and how to reduce the risk of accidents when the children are playing or going out to the local shops or the park. There are good procedures for times when children have accidents or need medication, and when new staff are appointed.

The nursery works well with parents, who feel that their children are always safe and well cared for. They feel that they are well informed about how their children are progressing and feel that they can talk to the manager or their child's key worker at any time. The nursery seeks and listens to parents' views through use of surveys and a suggestion box. Parents can attend meetings to find out more about their child's development. Parents are welcomed to come in and talk to the children, for example about the work they do, or to help with activities such as cooking and reading stories. The nursery has established good links with the primary schools which children move on to so that they make the move very smoothly and settle easily.

The staff meet regularly to evaluate the provision and have identified the fact that children do not meet the expected levels for their ages in information technology and understanding the world. They have responded to this finding by buying more equipment for children to use, including three computers, and also by seeking advice from the local authority. The nursery now works closely with the other nursery within the company so that good practice can be shared in order to drive improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
---------	-------------	--

Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY360965
Local authority	Buckinghamshire
Inspection number	815446
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	65
Number of children on roll	56
Name of provider	SRK Limited
Date of previous inspection	15/02/2010

Telephone number

01753 783838

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

