

Premier Lodge Day Nursery

11/13 Station Road, Sidcup, Kent, DA15 7EN

Inspection date

31/10/2012

Previous inspection date

26/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in the nursery and have good relationships with staff and each other. They show good levels of independence, curiosity and imagination and are motivated to learn.
- Staff get to know children well and gather detailed information from home to ensure they effectively meet each child's individual needs. Children take part in a broad range of activities that help them make good progress in their learning in relation to their starting points and capabilities.
- Children have access to a well-resourced, interesting outdoor play area with opportunities to enjoy a wide variety of stimulating experiences across all areas of the curriculum.
- The management team monitor the provision effectively and implement clear development plans, which benefits children.

It is not yet outstanding because

- Although parents have good opportunities to discuss their child's progress, day to day information about planned activities and ways they can extend their child's learning at home is not always easily accessible.
- Staff do not always make the most of opportunities to help children develop their listening and attention skills during story time and group activities.

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 observed children taking part in activities indoors and outside and during meals and care routines.
- The inspector held meetings with the manager and head of nursery and had discussions with staff.
- The inspector sampled records including children's files, planning, self-evaluations and improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents and also took account of their views through the nursery's parent questionnaires.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Premier Lodge Day Nursery is a privately owned setting. It opened in 1966 and first registered in 1992. The nursery operates from two converted houses in Sidcup, within the London Borough of Bexley. Nursery rooms are spread over two floors, with stairs for

access to the first floor. There is an enclosed outdoor play area. The nursery is open from 7.30am to 6.00pm each weekday for 51 weeks a year, closing on bank holidays and for a week at Christmas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 95 children in the early years age range on roll who attend for a variety of sessions. The nursery receives funding for the provision of free nursery education for children aged two, three and four years old. They provide support for children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 22 staff in total who work at the nursery. Of these, 19 have relevant childcare qualifications. The pre-school room leader has Early Years Professional Status. The nursery receives support from the local authority through an early years advisory teacher.

What the setting needs to do to improve further

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

- consider ways of making information about day to day activities and planning more accessible to parents, including information about how they can follow up their child's learning at home
- review the planning and organisation of group story times to ensure that children have opportunities to develop their listening and attention skills during these sessions. For instance, by increasing the use of puppets or other props to engage children's interest.

Inspection judgements

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

Children of all ages take part in a well-balanced curriculum that effectively covers all areas of learning. Staff gather detailed information about children's background, needs and starting points before they start. They make regular observations of children's achievements and show a good understanding of how children learn through play. This ensures that they plan a good variety of stimulating and challenging experiences for children. These build on their skills and help them make good progress towards the early learning goals. Children are interested in activities and motivated to learn. Staff take account of any children with additional needs in their daily planning and adapt activities

appropriately to ensure all children can take part. Parents are invited to regular meetings with staff to discuss their child's progress and next steps, which ensures they are well informed about their development.

Babies explore their environment confidently, taking resources from baskets or finding their way into a cosy hidey-hole. Their early communication skills are fostered when staff sing rhymes and talk to them as they play. Older children join in with conversations and talk about their experiences. They learn new words as they put together a model of the universe and find out the names of the planets. Children of all ages enjoy books and stories. However, opportunities to encourage children's listening and attention skills during large group stories and circle times are not always developed by staff. Some children quickly lose interest and concentration, moving away from the group or becoming distracted by a toy.

Young children learn about number as they join in with counting songs and they solve simple problems when they find the right piece for a puzzle. They enjoy experimenting with different sized containers in the water tray or building a house with a construction set. Children explore the natural world through hands-on experiences such as caring for the nursery rabbit, digging in the garden or collecting leaves that have fallen from the trees. Pre-school children learn to value diversity when they help cook food from around the world or take part in activities during Black History month. Children use their imaginations when they dress up in costumes for a Halloween tea, pretending to be a pirate or their favourite cartoon character. Younger children make their own Halloween pictures, cutting and sticking black and orange shapes. Children explore and use different media when they help make some play dough. They find out what happens when they add a little too much water to the mixture and describe the texture of the dough as they stir it with their hands.

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

Children throughout the nursery are confident and settled and there is a caring family atmosphere. The key person system is well-established and babies benefit from consistent relationships with familiar carers. This helps them form secure bonds and promotes their emotional and physical well-being. They settle quickly because staff gather detailed information from home before they start and make sure they plan the day around their usual routines. Older children grow in independence as they select their own resources and take responsibility for helping to tidy toys away. They respond well to the clear guidance of staff and quickly learn the rules and expectations of the setting. Children in the pre-school room remember why they must not run inside and that they must line up to walk up the stairs safely after lunch. This helps children behave well and learn to keep themselves safe.

Staff conduct daily risk assessments of the premises as well as any outings, to make sure that children are safe at all times. Children's rooms in the nursery are welcoming and well-equipped, with a good variety of age-appropriate resources accessible for children to choose from. The outdoor environment is very well-planned and children enjoy a wide

range of fun and challenging activities that support their learning across all areas of the curriculum.

Children's good health is promoted well. Young children learn to manage their own personal needs when they wash their own face and hands with a flannel after lunch or get a tissue to blow their nose. Staff follow careful procedures for changing nappies such as wearing aprons and gloves, which help minimise the risk of cross-infection. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises and help them learn about healthy diets. They enjoy roast chicken, potatoes and vegetables at lunch time and a selection of fruit and vegetables for a snack. Toddlers feed themselves competently with a spoon and older children confidently manage their own cutlery, showing a friend how to cut up their chicken. Children of all ages play outside every day as part of a healthy lifestyle. They enjoy the fresh air and exercise and practise their physical skills on the climbing frame or using the equipment in the water tray.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that all staff are appropriately vetted and a high number are qualified. All staff attend regular child protection and first aid training. Staff understand their responsibilities towards the children in the nursery and the need to provide a safe environment. Thorough induction procedures ensure that staff understand policies and procedures so they are implemented effectively in practice. Staff have regular opportunities to develop their skills by attending local courses and their performance is monitored through regular appraisals. This helps ensure the nursery has a well-trained and supported staff team.

The management team are committed to providing a high quality service for children and their families. They work closely with support staff from the local authority and continually monitor and review the provision. They have a clear understanding of the learning and development requirements and take well-targeted steps to address any areas of weakness that they identify. For instance, systems for making assessments of children's progress have recently been updated to provide clearer tracking of children's progress. Other recent improvements include the well-resourced outdoor play environment and also a sensory room.

Staff value contributions and suggestions from parents highly and actively seek their feedback through questionnaires. They work closely with them regarding most aspects of their child's care. This includes a parents evening each term to discuss progress and opportunities to come into the nursery to join in with an activity session with their child. Parents find staff at the nursery friendly and approachable and express appreciation of the staff's work. Systems for sharing information about day to day planned activities and how learning can be extended at home however, are not fully developed. Staff build effective links with other settings that children attend, sharing records so that children experience consistency in learning. They work in partnership with other professionals and the local

authority where necessary, to ensure that all children receive any additional support that they need. For instance, a speech and language therapist regularly visits the nursery to work with small groups of children.

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	115326
Local authority	Bexley
Inspection number	822905
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	95
Name of provider	Ann Grice
Date of previous inspection	26/03/2009
Telephone number	020-8309-0109

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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.

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