

# Premier Nursery Uxbridge

St Johns Road, Uxbridge, UB8 2UR

<b>Inspection date</b>	18/04/2013
Previous inspection date	26/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 supported to make good progress in their learning and development through the provision of a varied range of stimulating play experiences.
- Children's welfare is effectively promoted through robust safeguarding procedures which help to keep them safe.
- The staff provide a stimulating and child centred environment with a positive focus on meeting each child's individual needs.
- The effective partnerships with parents ensure children receive continuity in their care and learning.

### It is not yet outstanding because

- Staff do not routinely use mathematical vocabulary, such as full and empty, in order for children to learn about volume and capacity.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the children's rooms and garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Premier Nursery (Uxbridge) is one of two nurseries run by SRK Limited. It opened in 1995 and operates from a single storey building in Uxbridge in the London Borough of Hillingdon. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children have access to a secure outdoor play area. There are currently 75 children aged from nine months to under five years on roll, some in part time places. The nursery supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare 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 employs 14 staff, of whom 11 hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- strengthen children's mathematical skills by introducing the concepts of volume and capacity.

### Inspection judgements

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

Children enjoy their play in the welcoming nursery and make good progress in their learning and development. Staff have a secure knowledge of how to promote children's learning and development and know the children in their care very well. They gather information from parents so that they can establish children's starting points on entry to the nursery. The system of observation and assessment enables staff to plan fun and stimulating activities for the children based upon their needs and interests. This ensures that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Information gained from the on-going tracking of the children's development forms the basis of the progress checks at age two.

Staff extend children's vocabulary and thinking by engaging with them as they play. For example, staff will talk to a child who is playing with a car on the road map about the colour of the traffic lights, ask him which way he will drive his car and where he will park it. Staff also support children's creativity and imagination by providing models of dinosaurs and creating a habitat of rice, leaves and lentils for them to live in. The children are keen

to join in the fun. Staff ask them to suggest what noise a Triceratops might make and the children eagerly vocalise their ideas. Younger children have great fun dabbing their hands in flour and feeling its texture as it wafts around. Children also enjoy digging and pouring sand. However, staff do not routinely use this opportunity to introduce mathematical concepts, such as heavy, light, full and empty to develop children's understanding of volume and capacity. Children have plenty of opportunity to write and draw. Some children recognise and write letters and some show immense skill for their age in drawing.

The positive and well targeted support given to children with special educational needs and/or disabilities contributes significantly towards their continuous development. Staff recognise the value of identifying early on if a child needs additional support and will liaise effectively with other agencies to secure the appropriate help they need.

The nursery recently held a 'Dad's day'. This gave male carers the opportunity to spend time in the nursery and discover more about how staff promote learning in all seven areas. It also enabled them to understand how to support children's learning at home.

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

Children are happy and settled in the nursery. The effective key person system helps children to become familiar with the nursery and build strong emotional attachments, thereby enabling them to feel safe and confident. Children benefit from the warm interaction they have with staff. Young babies are well nurtured. They relax contently when staff hold them in their arms for bottle feeds.

Children's physical well-being is well promoted. The freshly cooked and healthy food means that children are well nourished with meals that take account of their individual dietary needs. Staff discuss children's eating habits with parents and respect their wishes regarding how to encourage their children to eat. By making wall displays with pictures and discussions with staff, children learn which foods are good for growing bodies and which to avoid. They also learn the importance of brushing their teeth. Children thoroughly enjoy plenty of physical exercise playing in the well resourced garden. Children make good use of the climbing frame and playhouse. They build their physical strength by digging in soil and moving logs, tyres and crates to create their own structures to balance on. Children also have great fun playing games together, such as hide and seek. They understand about turn-taking as one of them confidently counts to 10 while the others hide. Children show great anticipation and excitement as they wait for their friend to find them and both squeal with pleasure when they eventually meet.

Children's behaviour is very good because they spend the day well engaged in purposeful play. Staff use positive strategies to manage any squabbles that may arise and give praise for achievement, such as a 'high five'. Both staff and children use the play equipment and resources innovatively to promote all-round development.

When the time comes for children to move from one room to another within the nursery, staff take time to make sure that as little disruption as possible is felt by the child. A series

of visits to the new room takes place to enable the child to become familiar with their new key person and surroundings. Staff focus upon promoting children's independence to prepare them for their future learning at school. They encourage children to manage their personal hygiene needs and to be able to dress themselves. Staff also foster listening and concentration and build children's confidence to enable them to express themselves verbally.

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

The manager is the designated person for safeguarding in the nursery. She attends workshops and training sessions to keep her skills and knowledge up-to-date. The staff's knowledge of safeguarding matters is also kept up-to date through discussions in team meetings. The robust recruitment process ensures that all new staff have the necessary suitability checks before having unsupervised access to the children. In light of past concerns, measures to safeguard the well-being of the children during vulnerable times, such as nappy changing, have been strengthened. In addition, staff now work more closely with parents to agree on how to manage potentially difficult times for children during the day, for example meal times. In order to further protect children from harm, all staff understand the importance of reporting any concerns they may have about a colleague's conduct. The manager is responsible for behaviour management and works closely with staff to ensure they are consistent in following the nursery's policy.

The nursery has a culture of self evaluation. The manager and staff reflect on their practice and together devise an action plan to bring about improvement and enhance the existing good practice. Since the last inspection the garden has been improved and now provides a rich learning environment for children to enjoy. Plans for the future include increasing the involvement parents have in the children's learning and enabling all staff to develop their skills in working with children with special educational needs and/or disabilities. The manager maintains an overview of how staff deliver the learning requirements. Since the last inspection she has taken steps to improve the quality of the planning in order to ensure that staff more accurately identify the next steps in each child's learning journey.

Staff exchange information with other settings children attend to ensure that there is consistency in their learning. Staff also establish effective partnerships with parents to make sure that all aspects of their child's care and learning are regularly discussed and agreed. At the inspection parents said that they and their children are very happy with the service the nursery provides. They added that the staff are knowledgeable and friendly.

### **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 action. 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

<b>Unique reference number</b>	139106
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	909116
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	75
<b>Name of provider</b>	SRK Limited
<b>Date of previous inspection</b>	26/07/2010
<b>Telephone number</b>	0189 523 4455

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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, which are usually the childminder's 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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