

# Premier Nursery Uxbridge

St Johns Road, Uxbridge, UB8 2UR

<b>Inspection date</b>	26/09/2013
Previous inspection date	18/04/2013

<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 make good progress from their starting points, enjoying their time in this nursery.
- Adults join in children's games, helping to develop these and thus helping to extend children's progress in their development and learning.
- Assessment systems are robust and help identify children who need any additional support to close gaps in their learning.
- The nursery builds strong partnerships with other professionals which benefits children and families.
- The manager leads a strong team and shows a good capacity to improve the provision further, while being supported by the company directors.

### It is not yet outstanding because

- Children use numbers for counting but older children are not further challenged in using numbers to learn to make simple calculations.
- Some group activities do not always arise from children's interests, to completely engage them at these times.

## 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 children at play in a variety of situations both indoors and outside.
- The inspector tracked children's progress in learning and development.
- The inspector carried out joint observations with the deputy manager.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector looked at a selection of documentation.

## Inspector

Ileana Shirley-Smith

## 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 53 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. 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 12 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:

- develop further activities that promote children's calculation skills, for example by using props, toys and games to extend older children's practical use of calculation
- enhance planned group activities so that they respond more to children's interests, to engage them more at these times.

### Inspection judgements

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

Children enjoy overall stimulating experiences and a wide range of activities in this nursery. The adults are enthusiastic and playful, joining in and helping children extend their games. This enables the children to further learn and develop their skills. Adults are positive role models as they interact with each other and with the children. This encourages children to be friendly towards their friends and cooperate in activities.

Young children explore shaving foam in wide open trays, feeling the wetness and softness of this interesting substance. They create their own music patterns by experimenting with notes on electric keyboards and percussion instruments. The adult who accompanies them keeps a steady beat, helping children develop a sense of rhythm. This skill prepares children to recognise language patterns in rhymes, which in turn helps them in their language development and prepares their early literacy skills. Children enjoy singing sessions and sing nursery songs and action rhymes. Adults organise younger children in

small groups, so each child can hear and see well what the adult is doing and saying. This arrangement helps all young children make steady progress in their speaking and listening.

Children play freely and enjoy a wide variety of activities to develop their imaginations. They explore pretend carpentry tools in their play house, imagining adult behaviour. Outside, children get muddy and enjoy the freedom of playing with soil pretending they are builders on a building site. They have opportunities to experience the weather at first hand in the nursery garden and the local parks. However, staff do not always provide group activities that respond directly to children's interests and as a result, they are not as engaged as possible in these.

Children are developing strong literacy skills. For example, older children recognise initial letters in their names. Three children discuss letters within their names and identify these on the computer screen and keyboard. The adult who leads a circle time session invites the children in this group to count the corners of simple geometrical shapes. Such activities help children reinforce their counting skills and stand them in good stead for the next stage in their learning, in school. However, staff do not take all opportunities to extend older children's knowledge of number to include simple calculations in their games.

Each child is assigned a key person who makes notes on what children enjoy doing most and what they are capable of doing. They use this information to plan activities which specifically help children's development and learning. This results in all children making good progress towards their early learning goals.

Children who have additional learning and development needs make very good progress from their starting points. The adults work in close partnerships with parents and carers, so that there is continuity between children's home and nursery experiences. This contributes to children's fast development and steady progress in learning.

The nursery is proactive in engaging parents in their children's education. Key persons communicate regularly with parents and carers and discuss children's progress in learning and development. Staff establish strong relationships of mutual trust with parents, regularly informing them of what their children do in the nursery. Parents are welcome in the life of the nursery and participate in multicultural events the nursery organises. Staff maintain close links with children's families, exchanging information about children's home and nursery experiences, which result in continuity of learning. This contributes to children's progress and wellbeing.

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

Children form secure attachments with their key persons, which make them feel safe and secure in the nursery. Adults are good role models as they are friendly to each other and the children. They give clear messages about acceptable behaviour to children so that children learn what is expected of them.

The children take turns and share resources, learning to collaborate. For example, children work together to sweep up the sand around the sand tray, helping each other in this difficult task. This means that children learn to take responsibilities and help tidy up after their play. At lunch times children are independent as they serve their own food from a central dish.

The nursery staff prioritise children's safety at all times. Children learn to manage risks and stay safe while supervised for safety by vigilant adults. For example, younger children descend the stairs to the garden by holding on to the lower banister. All the playrooms are spacious and uncluttered with well organised play areas, which allow children to be independent at selecting activities and resources in their play. Risk assessments are used well to maintain children's safety throughout the nursery.

Children lead a healthy lifestyle while attending the nursery. They have plenty of exercise in fresh air as they ride push-along cars and tricycles and practise their balance and climbing skills on an interesting climbing frame. Children eat different fruits for snacks in the mornings and enjoy freshly cooked meals prepared on the premises for lunch. Staff work with parents so that they know what their children have eaten. In the afternoons children can choose to have a sleep on mats, while others continue their play in a separate area. This means that children's health needs are met well. Nappy changing and toileting procedures are well-established to support children's health and comfort.

Transitions between activities, rooms and to other early years settings are carefully planned and effective. This helps children adapt gently to new surroundings, new friends and adults and feel comfortable with them. Children are independent and confident in this nursery and acquire useful skills and knowledge. They are well prepared for the next stage in their lives and learning, for example, at school.

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

The managers oversee all educational programmes offered children in this nursery. They support staff in carrying out regular observations of children and plan activities that children enjoy and which promote further learning. Accurate assessments of children's progress in learning enables staff to identify early if children need additional support. Activities and experiences planned address specific learning and development needs of all children.

The managers and the staff team make children's safety a priority. All members of staff undergo appropriate checks before they are employed in the nursery and are recruited following a safe recruitment process. The staff have secure knowledge of child protection issues so that children are very well protected from any possible harm. The nursery has controlled entries and exits and staff carry out rigorous assessments to minimise risks of accidents.

The managers and the staff team regularly meet to discuss plans for further

improvements. Both staff and parents are encouraged to contribute new ideas or adjustments to the running of the nursery, so that it is beneficial to children. One such example is adjusting the opening hours of the nursery. The managers are ambitious to raise the quality of provision further and are supported in this by a committed staff team and an active director.

The managers encourage staff to continue to upgrade their knowledge and skills by attending professional training courses and by up-grading their qualifications. The managers use regular staff meetings for in-house training, supporting staff to maintain an up to date knowledge of the latest curriculum guidance. They use an effective system to monitor staff's performance. This means that staff practice improves continuously.

The staff team collaborates with parents and with a wide range of external agencies to organise early and effective additional support for children with additional needs. This benefits all the children and ensures that they have good chances to progress well and acquire skills and knowledge for later stages in their life.

### **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>	933264
<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>	53
<b>Name of provider</b>	SRK Limited
<b>Date of previous inspection</b>	18/04/2013
<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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