

# Premier Nursery Uxbridge

St Johns Road, Uxbridge, UB8 2UR

<b>Inspection date</b>	23/04/2014
Previous inspection date	26/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff are kind and caring towards the children and, as a result, children demonstrate secure levels of confidence.
- Children are able to express themselves as staff ask open-ended questions that encourage children's language skills.
- Children with special educational needs and/or disabilities are very well supported meaning they make good progress in the setting.

### It is not yet good because

- The required progress check for children aged between two and three years is not completed in a consistent manner and details are not recorded. This means staff cannot effectively plan for children at this age
- The key-person system for new children is not effective. Therefore, children do not settle well.
- There are times in the day when children become bored with waiting for lunch or the next activity.

## 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 as they played both inside and outside.
- The inspector looked at children's assessments records and planning documentation.
- The inspector talked to the manager, provider and staff about the running of the setting, and their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.

## Inspector

Julie Biddle

## 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 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 62 children in the early years. The nursery currently supports children with special educational needs and or disability and 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 receives funding to provide free early education for children aged two, three and four years. The nursery employs 10 staff, of whom nine hold appropriate early years qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the progress check for children aged between two and three years is dated, shows what children do well and any emerging concerns
- improve the key-person system for new children to ensure their needs are consistently met.

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

- improve the organisation at meal times and when activities are changed to enable children to be engaged in their learning and independent at lunchtime.

## Inspection judgements

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

Staff provide children with an appropriate range of activities that in general, excite and challenge the children. Staff demonstrate they have a suitable understanding of the Early Years Foundation Stage. As a result, children are well cared for. Staff keep observations of the children that are used to plan for their learning and developing needs. However, the progress check for children aged between two and three years is not consistently carried out. Some reports are incomplete, which means staff are not fully aware of the child's progress and, as a consequence, are not able to plan effectively for them.

The staff know the children well and are kind and caring towards them. Staff talk to the

children and encourage the children to think for themselves by asking them open-ended questions. For example, they ask about the weather and the clothes they will need to wear in the garden. This means children's communication skills are appropriately supported. Children and staff sing familiar songs, which develops the language skills of the children. Staff provide children with suitable opportunities to use their creative skills as they paint pictures of daffodils they have picked in the local area. Staff encourage children's curiosity and they have great fun exploring the feeling of paint on their hands. Staff use this opportunity to talk about colours, encouraging the children to recall the colours of the paint.

Effective labelling and samples of writing in the learning environment extend children's understanding of letters and words. Children use their imaginations as they play in the home corner. Staff provide real items to enhance children's imaginary their play, such as real nappies to 'change' the dolls. Children are encouraged to develop physically as staff make effective use of the outdoor area. They teach children about water and the effect of rain as they encourage them to sweep the large puddle in the outdoor area. Children have fun as they play hide and seek with staff giggling as staff chase them. Staff praise the children which reinforces their feelings of self-confidence and pride in their achievements.

Children are particular pleased to listen to stories sit together with staff looking at the pictures and excitedly talking about the story they are listening to. Staff use all activities as a learning experience. For example, children calculate how many forks they will need for lunch after counting the children at the table. This means children are developing skills that will prepare them for 'big school'.

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

Children are in general settled and happy in the setting. However, on occasions, the systems for settling new children are not fully tailored to their individual needs. This means that children do not always build such positive relationships with their key person. Nonetheless, most staff know children well and are able to describe how they can be best supported.

The strategies to promote learning and development for children with special educational and/or disabilities, is a particular strength of the nursery. Staff work closely with other professionals to support the children and their families. Comprehensive care plans tell staff how to care for the children, so the needs of these children are fully met. Children are given some opportunities to be independent. For example, children are encouraged to put on their coats and shoes when they are going into the garden. However, poor organisation at this time means it takes a long time. Some children become bored and boisterous.

The environment is bright, clean and well ventilated. Staff following hygiene routines mean the toilets and bathrooms are kept clean throughout the day. Staff use activities to talk to the children about taking turns and sharing. At lunch time, children help to lay the tables, making sure their friends have forks and cups. This helps children to feel confident and develops their self-esteem.

Children enjoy freshly prepared food each day. Meal times are a happy social event for the children. Staff use the time to talk to children and to help them make simple calculations. However, poor organisation at this means the older children are waiting to serve themselves to food for an extended period, and some become bored and frustrated. Children are cared for in a safe and secure environment and are learning the importance of how to keep themselves and others safe. Staff teach them the procedures to follow in the event of an emergency, and evacuation drills take place frequently. Children are beginning to understand why it is important to wear sun cream during the summer months to keep themselves safe outside.

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

The provider and manager demonstrate a suitable knowledge of their role and responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager is new to the role. She is well supported by an area manager and the provider. All required documentation is in place, including a safeguarding policy. Staff are clear about their responsibility to report any safeguarding concerns about children in their care. In addition, staff have a secure understanding of the whistle blowing procedures.

Staff are generally secure in their knowledge and understanding of the learning and development requirements and implement these effectively, overall. This enables them to support children in making suitable progress in their learning. The manager has not yet fully reflected on the practice since being in the post. She works closely with the local authority who regularly visit the nursery to offer support and ideas to develop practice. This has resulted in changes across the nursery to benefit all the children. Staff are encouraged to attend training courses to extend their knowledge and understanding and to enhance outcomes for children. Staff appraisals support the continuous improvement of their professional development and educational programme. These systems are used to ensure staff remain suitable to work with children.

Robust recruitment procedures mean that children are cared for by staff who are suitable and qualified. A sound induction process means all new staff are familiar with the policies and procedures of the setting. Staff have developed sound relationships with parents. Information about children activities is exchanged with parents each day. Newsletters keep parents informed about activities in the setting. In addition, parents are invited to take part in events such as 'bug hunts' and help their children create bugs from recycled materials at home. The finished bugs are displayed in the setting. Children are proud of their creations and parents feel fully included in their child's learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	966158
<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>	62
<b>Name of provider</b>	SRK Limited
<b>Date of previous inspection</b>	26/09/2013
<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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