

# The Premier Nursery Education Centre

197a Sussex Road, Southport, Merseyside, PR8 6DG



<b>Inspection date</b>	21 December 2015
Previous inspection date	23 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team regularly seeks the views of children, parents and staff. This helps the team to develop a clear vision and set priorities to drive improvement.
- Staff effectively communicate with parents in a variety of ways to share information about their children's progress. This enables parents to be part of their children's learning and promotes continuity of learning at home.
- Children engage in age-appropriate tasks to help support their self-care and independence skills and assist in preparing them for school.
- All children are confident and have an eager disposition towards learning. They acquire the skills they need for future learning, including their move to school. Teaching is strong and children make good progress.

### It is not yet outstanding because:

- Sometimes, strategies used to monitor and evaluate the quality of staff's professional development are not highly targeted and effective.
- On occasions, staff do not maximise opportunities for children to be critical thinkers and follow their own ideas during play.

## What the setting needs to do to improve further

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

- enhance the programme of professional development that continuously improves the quality of teaching
- provide children with even more opportunities to enhance their critical-thinking skills and follow their own interests.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the deputy manager and provider.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow should they be concerned about the safety or welfare of a child. Rigorous vetting and induction processes ensure that staff are suitable to work with children. The management team provides supervision meetings with staff, to help support their practice. Staff are all qualified and attend training that, overall, helps to enhance their skills. For example, following training, staff understand the importance of establishing a close bond and attachment with children. The management team regularly reviews the progress of the different groups of children who attend. This helps them to identify any gaps and seek early support. There are plans in place to use additional funding effectively to promote children's learning. Partnership working with parents, other settings and agencies is effective in helping provide consistency in children's care and learning. This contributes to the good progress that all children are making from their starting points.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. On the whole, staff provide well-planned, stimulating activities that respond to children's individual interests and cover all areas of learning. This contributes towards the good progress that children are making. There are plenty of opportunities for children to develop their physical skills. For example, they play with vigour and energy as they splash in the rain puddles and learn how to use resources and equipment safely. Staff promote children's language well in a variety of ways. For example, they copy and repeat words and phrases, provide a running commentary and introduce new vocabulary. This contributes towards children's growing skills and confidence in communicating with others.

### Personal development, behaviour and welfare are good

Staff work closely with parents to promote consistency in children's care needs and routines from the start. Parents say they are happy with the information and support they receive from the staff and that their children settle in well. Children's behaviour is very good. Staff are very good role models and support children to develop good social skills and an understanding of behavioural expectations. They celebrate children's achievements and efforts with praise and encouragement, which helps them to be confident and motivated learners. Children develop a strong sense of identity and have close and respectful relationships with the staff and each other. Children's physical and emotional well-being are promoted effectively. Staff support children to follow good hygiene practices and encourage them to be independent in their self-care skills. They provide a range of healthy snacks and meals and promote children's understanding of a healthy lifestyle.

### Outcomes for children are good

All children make good progress from their starting points. This includes disabled children and those with special educational needs, and those who speak English as an additional language. They have plenty of opportunities to develop skills in all areas of learning and development, in preparation for their move to school.

## Setting details

<b>Unique reference number</b>	310495
<b>Local authority</b>	Sefton
<b>Inspection number</b>	871882
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Mr Leonard Mann & Mrs Carol Mann Partnership
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	01704 539 800

The Premier Nursery Education Centre is privately owned and was registered in 1996. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one with Early Years Teacher Status and one who holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and disabled children and those with special educational needs.

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