

# Premier Nursery Education Centre (Ainsdale)

3 Shore Road, Ainsdale, Southport, Merseyside, PR8 2RF



## Inspection date

25 May 2016

Previous inspection date

16 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- All children, including children who have special educational needs or disability, are well prepared for their move on to school. Teachers attend the nursery to meet with children and gather information about their individual needs. This supports children's future learning and development, and their emotional well-being.
- Staff interact well with children during tasks. They encourage them to have a go, to persevere and celebrate their determination and achievements. This builds on children's self-esteem and confidence, and they make good progress.
- Parents develop good partnerships with staff and are very appreciative of the time and dedication that they give to their child. They comment how staff know their child's individual needs and give them suggestions to extend their child's learning at home.
- The management team fulfil their responsibilities well and show commitment to leading a confident, well-qualified staff team. Overall, they accurately evaluate all areas of their provision and continually strive for improvement.

### It is not yet outstanding because:

- Some staff do not give children enough opportunities to think through, express and guide children's own thoughts and ideas during activities.
- Systems for the assessment and monitoring of children's progress are not always fully effective in accurately identifying their achievements.

## What the setting needs to do to improve further

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

- offer children more opportunities to think through, extend and guide their own ideas during activities
- strengthen systems for the assessment and monitoring of children's progress more precisely and further promote their good progress.

### Inspection activities

- The inspector viewed activities and observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. The inspector also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and the deputy manager, who is also the nursery special educational needs coordinator. The inspector also discussed the self-evaluation arrangements.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at assessment and planning documentation. She checked the evidence of the qualifications and the suitability of staff working in the nursery and also looked at a range of other documentation, including accident records.

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good and up-to-date knowledge of safeguarding procedures. They demonstrate that they confidently know how to identify concerns so that children remain safe. Comprehensive induction procedures and regular supervision meetings support staff to understand their roles and responsibilities. Staff attend a variety of additional training to build on their current knowledge. Partnerships with external agencies are very good, enabling staff to effectively provide tailored support for children.

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

The quality of teaching is good. Staff observe children as they play, enhance areas with resources and plan an assortment of activities. This challenges children and helps them to move to the next steps in their learning. Younger children's physical skills are supported well. Staff encourage them to master the skill of walking as they clamber into cosy tents and move their bodies to music. Staff introduce new words to children about their actions during a dough activity, such as, pat, tap and squash. This helps to build on their emerging language and vocabulary. Older children extend their knowledge of letters and sounds as they confidently identify the letters in their name. Overall, a wide range of experiences contributes to children making good progress in all areas of their learning.

### Personal development, behaviour and welfare are good

The well established key-person system helps children to form strong emotional attachments. A high focus on promoting healthy eating and lifestyles which is shared with children and parents. For example, the nursery cook holds cookery classes to offer guidance, additional knowledge and support in making healthy, nutritious meals at home. Children confidently talk to the inspector about fruit and vegetables being good for them and explain how they make their bodies grow big and strong. Staff take children on regular trips of interest, such as to the local train station, and the nearby pond and beach. This helps to promote children's knowledge of the world around them and the community in which they live. Staff are good role models. They are polite, cheerful and enthusiastic as they go about their day. This creates a welcoming, friendly environment where children are kind, helpful, develop good friendships and behave well.

### Outcomes for children are good

Children make good progress in their development and enjoy learning in the stimulating, lively and interesting environment. They are keen, inquisitive learners who develop high levels of confidence and are motivated to learn. Children demonstrate good independence skills and make continual choices throughout the day. For example, at lunchtimes they serve their own food, learn about healthy portion size and decide what they would like to eat. Children develop good skills for future learning and in readiness for the eventual move on to school.

## Setting details

<b>Unique reference number</b>	502328
<b>Local authority</b>	Sefton
<b>Inspection number</b>	847954
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Premier Nursery Limited
<b>Registered person unique reference number</b>	RP910908
<b>Date of previous inspection</b>	16 December 2011
<b>Telephone number</b>	01704 570 800

Premier Nursery Education Centre (Ainsdale) opened in 2001. It operates from Ainsdale, Southport. The nursery opens Monday to Friday from 8am to 6pm. The nursery employs 14 members of staff. Of these, 11 staff hold appropriate childcare qualifications ranging from level 3 to level 6. One member of staff has early years professional status. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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