

# Premier Lodge Day Nursery

11/13 Station Road, Sidcup, Kent, DA15 7EN



## Inspection date

28 November 2017

Previous inspection date

31 October 2016

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

- Children make good progress in their personal, social and emotional development. Babies form secure bonds with their key persons and older children learn to anticipate routines. For instance, staff give them plenty of warning before it is time to go indoors for lunch. Children are settled and happy and form trusting relationships with staff.
- Staff stimulate children's creativity effectively. For instance, staff and children arrange chairs in a row and pretend to travel in a bus. Staff join in enthusiastically in children's play and give them tickets for their travel. Children use their imagination to choose destinations such as the seaside, and pretend to build sandcastles.
- Partnership work is effective. For example, the manager shares information effectively with previous settings that children have attended, to help plan for a smooth settling-in process when they start. She works closely with teachers and parents to help support a smooth transfer for children who move to school.
- Staff support children well to build on their understanding of the world. For example, young children explore toy animals and staff teach them to name them. They provide good opportunities for children to learn about how living things grow.

### It is not yet outstanding because:

- Staff have not considered further ways to fully extend children's engagement and concentration during some activities.
- Although assessment and planning are effective overall, at times, the manager does not consistently refine the processes used to help children achieve to the highest standards.

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

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

- strengthen opportunities to fully support children's engagement and concentration during all activities
- refine the planning and assessment systems further to consistently help all children achieve to the highest standards.

### **Inspection activities**

- The inspector observed children and the staff's interactions with them.
- The inspector viewed a sample of documents including children's learning records.
- The inspector held discussions with staff, parents and children and took account of their views.
- The inspector held meetings with leaders and managers at appropriate times and assessed the self-evaluation process.
- The inspector held a joint observation with the manager and assessed how she monitors staff's performance.

### **Inspector**

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to refer child protection concerns. They complete regular risk assessments of the premises and equipment to ensure children's safety. Managers and leaders work well as a team to evaluate the provision effectively and achieve good standards in children's learning and care. The manager reviews staff's practice well and supports opportunities for their continued professional development. For instance, staff use their knowledge and skills well as a result of recent training, to manage children's behaviour positively. Overall, the manager monitors children's progress effectively and works closely with parents and professionals to help plan support for individual children, including those who have special educational needs (SEN). The manager follows the nursery's policies and procedures effectively in relation to allegations and complaints.

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

Staff provide interesting activities to help support children's listening skills. For instance, during group music sessions, toddlers eagerly listen to instructions and learn to start and stop playing different instruments, such as bells and castanets. Staff question children effectively to help encourage them to comment on the pictures in storybooks. For instance, children comment that 'the bear is sad' and state 'he wanted to make friends'. Staff support equal opportunities for all children, including those who speak English as an additional language. For instance, they provide opportunities for children to explore books and resources that reflect their home backgrounds. They invite parents in to share their celebrations with children.

### Personal development, behaviour and welfare are good

Children learn to take appropriate risks and build confidence in their abilities. For instance, staff motivate them effectively to help them learn to walk on balancing equipment. Babies build on their physical skills as they learn to pull themselves up to standing and lean forward to reach out for toys. Staff deploy themselves well and supervise children effectively to ensure their safety at all times. They share information effectively with parents to help support continuity in young children's routines, such as toileting. Children develop a consistent understanding of right and wrong. They learn to take account of the needs of others and apologise when they make a mistake. The manager takes necessary steps to minimise risks to children's safety in the event of an emergency. She ensures fire safety equipment is in working order.

### Outcomes for children are good

Young children build on their communication skills. For instance, babies learn to use gestures, such as eye gaze and pointing, to express their choice of colours. Older children build on their mathematical skills, for instance, they learn to count their steps as they play. Children develop a positive sense of themselves and are motivated to explore. They make good progress from their starting points and are prepared well for future learning.

## Setting details

<b>Unique reference number</b>	115326
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1118242
<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>	62
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Ann Grice
<b>Registered person unique reference number</b>	RP511597
<b>Date of previous inspection</b>	31 October 2016
<b>Telephone number</b>	020-8309-0109

Premier Lodge Day Nursery registered in 1992. The nursery is situated in the London Borough of Bexley. The nursery is open from 7.15am to 6.15pm each weekday for 51 weeks a year, closing on bank holidays and for a week at Christmas. The nursery receives funding for the provision of free nursery education for children aged two, three and four years. There are 30 staff in total who work at the nursery. Of these, 26 staff have relevant childcare qualifications at level 2 and above.

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