

The Premier Nursery Education Centre

197a Sussex Road, Southport, Merseyside PR8 6DG



Inspection date	29 March 2019
Previous inspection date	21 December 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager and staff do not have a secure understanding of risks that may affect the safety and welfare of children. For example, staff have a weak understanding of e-safety and use technological devices that do not have any internet safety measures.
- The management team does not provide effective supervision, support and coaching for all staff. As a result, the quality of teaching is weak.
- Staff fail to provide sufficient challenge for children and do not focus effectively on what children need to learn next.
- Staff do not consider the needs of younger children when providing learning experiences. For example, adult-led activities fail to stimulate children and do not encourage exploration.
- Managers do not monitor the attendance of funded children to ensure they receive good-quality learning. This means there is a detrimental impact on children's learning outcomes.
- Staff do not provide healthy meals for children. This compromises their health and well-being.

It has the following strengths

- Children benefit from a large outdoor area and have regular opportunities to play outside.
- The management team implements robust recruitment procedures. It carries out the required checks to ensure the ongoing suitability of all staff.
- Staff have developed links with external agencies and other professionals to develop strategies to share information about children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff have a secure knowledge of risk assessments and that robust systems are in place to manage all risks to children's safety, including the use of technological devices	05/04/2019
provide effective supervision, support and coaching to improve the quality of teaching	10/05/2019
provide challenging activities and experiences that capture children's interests and build on what they know	10/05/2019
ensure that staff working with younger children understand how they learn best and that learning experiences are in line with every child's individual learning needs	10/05/2019
ensure that all children, particularly children with funded places, have the opportunity to gain the necessary skills required for their future learning	03/04/2019
ensure meals that are provided are healthy, balanced and nutritious.	05/04/2019

Inspection activities

- The inspector spoke with managers, staff and some children.
- 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 two joint observations with the manager.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at relevant documentation, including attendance records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is inadequate

The monitoring of staff practice is not effective. The management team does not evaluate teaching well, and it fails to reflect and act on weaknesses effectively. Managers do not ensure that staff receive the support and coaching that they need to develop their teaching skills. The arrangements for safeguarding are not effective. The manager and staff have failed to identify potential risks to children. For example, they do not ensure the safe use of technological devices in the nursery. This significantly compromises children's safety. Staff demonstrate a suitable understanding of the signs and symptoms of abuse and neglect and have an awareness of how to report any concerns that they have. Parents comment that their children are happy in the nursery and describe the staff team as friendly and approachable.

Quality of teaching, learning and assessment is inadequate

Staff do not use information from their observations to build on what children know and what they need to learn next. For example, children have fewer opportunities to develop their counting skills, which affects their progress. Staff do not engage children in activities effectively. For example, they do not support children to develop their own ideas, interests and imagination. Furthermore, staff working with the youngest children fail to provide an appropriate balance of learning experiences that meet children's individual needs and interests. This demonstrates that staff do not understand how young children learn. For example, staff disrupt children's play and direct them on how to complete a painting of daffodils. As a result, children become disengaged and lose interest.

Personal development, behaviour and welfare are inadequate

Staff do not provide suitably balanced or nutritious meals. For example, staff give children large portions of chocolate mousse, cake and other foods high in sugar and fat content. This has an impact on children's health and well-being. Furthermore, staff do not help children to learn about the importance of a healthy diet. Staff manage children's behaviour appropriately. This helps children to learn about respect and to be kind to each other. Staff gather sufficient information about children's care needs from parents. Several staff have first-aid training and they demonstrate a suitable understanding of how to respond to accidents and if children should become unwell.

Outcomes for children are inadequate

Children do not acquire the skills they need before they start school. The management team does not ensure all children's learning needs are met. This results in some children failing to acquire the skills required for the next stage in their learning. Due to the weaknesses in teaching, children do not receive sufficient challenge in their learning. This means that children do not make the progress of which they are capable. However, some older children gain appropriate levels of independence and learn to manage some of their personal needs. They enjoy carrying out small tasks. For example, they confidently tidy away resources when they have finished playing.

Setting details

Unique reference number	310495
Local authority	Sefton
Inspection number	10065723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	47
Number of children on roll	47
Name of registered person	Premier Nursery Limited
Registered person unique reference number	RP910908
Date of previous inspection	21 December 2015
Telephone number	01704 539 800

The Premier Nursery Education Centre is privately owned and registered in 1996. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3. One member of staff has early years teacher status and one 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.

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.

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