Premier Lodge Day Nursery

Unique reference number (URN): 2645616

Address: 11 -15 Station Road, Sidcup, DA15 7EN

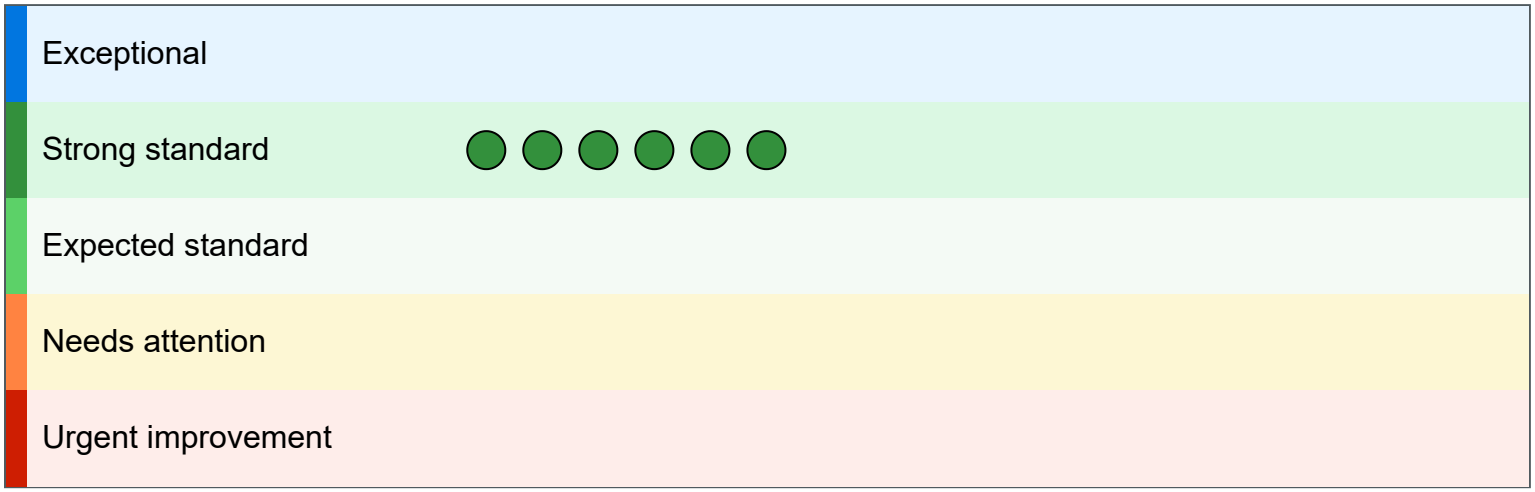
Type: Childcare on non-domestic premises

Registered with Ofsted: 29/09/2021

Registers: EYR, CCR, VCR

Registered person: Chamberlain Childcare Limited

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children are happy and enthusiastic learners who make consistent progress from their individual starting points. They demonstrate high levels of independence as they confidently explore, investigate and cooperate with others. Children show excellent listening and attention skills. They follow instructions well and become fully absorbed in activities. For instance, during circle time, toddlers eagerly await their turn to use a steel drum, demonstrating superb patience and focus.

Children are proud to share their artwork and talk about what they have created. They demonstrate hand–eye coordination when sprinkling glitter and peeling stickers. Children confidently use mathematical language as they recognise differences in shapes and say, 'This is a triangle as it has three sides.' Babies point at the crocodiles in the book and proudly count to 5 with the support of staff.

Children are confident communicators and develop excellent physical skills. All children, including children with special educational needs and/or disabilities or those from disadvantaged backgrounds, are successfully prepared for their next stage of learning.

Behaviour, attitudes and establishing routines

Strong standard

Staff use positive behaviour management strategies, such as praise, encouragement and reflection, to help children to understand expectations. Their calm, consistent approach creates a predictable environment. As a result, children are ready to learn. The high expectations are rooted in the setting's ethos of family values. Children behave exceptionally well and demonstrate kind and courteous language. For example, they are regularly heard saying 'thank you' and 'you're welcome'. Children invite staff to engage in play with them. Children giggle with anticipation as staff and friends search in the sand for shapes they have hidden.

The baby room is calm and unhurried, ensuring that every part of the routine is a learning opportunity. Staff give babies time to respond to choices. This helps babies feel secure and confident. Staff are extremely responsive at meeting children's needs. This means relationships are trusting and warm. For instance, staff take time to listen and ask questions to show genuine interest in the children's voice. Staff's enthusiastic approach during forest school sessions results in children having sustained interest and enjoyment as they explore nature and show curiosity in what they discover. Leaders promote attendance and punctuality effectively. They follow up on absences promptly and work closely with parents to ensure they understand the importance of regular attendance for their child's learning and development.

Children's welfare and wellbeing

Strong standard

Children's wellbeing is at the heart of leaders' decisions. Children thrive from the secure relationships they have with staff. Babies notice when their key person leaves the room.

They reach out to other staff for reassurance and are quickly comforted. Older children enthusiastically invite staff to play with them.

Children are well supported to develop an understanding of personal safety. They proudly apply their own sun cream and learn that it helps to protect them from the sun. Children take trips to the allotment to grow their own vegetables and take part in litter picking in the community. This means they learn about the environment and are encouraged to be respectful citizens. All children get daily access to outdoor play. They take part in big group games where they enjoy chasing each other round and practise emotional resilience when winning and losing.

Children's early independence skills are consistently embedded in daily routines. They make healthy food choices, using tongs to self-serve vegetables from the salad bar at lunchtime and cut their own fruit snack. Older children benefit from mealtimes in the purposed dining hall, which supports their transition to school. Children are provided with nutritious meals, and robust systems are in place to ensure their dietary needs are met. Staff teach children the importance of oral health by organising dentist visits.

Curriculum and teaching

Strong standard

Leaders and staff have designed an ambitious and well-structured curriculum that is implemented effectively for all age groups. The quality of teaching and interactions is a significant strength. Staff demonstrate a deep understanding of child development and their role in extending children's learning. They maintain eye contact at children's level, actively listen, and genuinely respond to children's ideas and interests.

Activities ignite children's wonder and imagination, while fostering respect for and understanding of the natural world. Staff interactions are consistently purposeful and of high quality, with every moment used as a learning opportunity to skilfully introduce new ideas and concepts. For example, as children explore spiders with bug tubs and magnifying glasses, they learn the importance of handling them gently, to not disturb the mother spider and her nest of spiderlings on her back. Mathematics is consistently embedded in play across all ages. This means children develop confidence in mathematics from an early age.

Staff know all children extremely well and use this deep knowledge of children's development to quickly tailor activities. They adapt their teaching and the environment to ensure every child is fully included. For example, staff consistently use communication boards, sign language and visuals to ensure inclusive communication. This strategic approach effectively reduces barriers for all children and helps them to become motivated, confident and independent.

Inclusion

Strong standard

Leaders are proactive in identifying when children may have barriers to their learning, including when children have special educational needs and/or disabilities (SEND). Staff work closely with parents to build an accurate and shared understanding of each child's needs. Leaders value this partnership; they invite parents of children with SEND to stay-and-play sessions to provide a network of ongoing support to families.

Leaders support staff to implement individualised plans effectively. For example, children who need help with communication are supported through the use of communication boards, sign language and visual aids. This means children who could not initially communicate can now confidently express their wants and needs. Staff also use an on-site designated hub to support children with more complex learning needs. They maintain effective partnerships with other professionals, including speech and language therapists, local authority support officers and occupational therapists, to ensure children are supported to make progress. Staff lead specialised interventions for children who have small delays. Leaders have seen excellent impact of these sessions, reducing the need to make further referrals.

Leaders consistently go above and beyond what is expected to support families who are facing economic barriers. This includes providing free childcare for families during difficult times and organising trips in the community that broaden children's experiences. This holistic, sensitive approach ensures all children, regardless of their background and circumstances, are able to thrive.

Leadership and governance

Strong standard

The setting is highly organised, and staff conduct themselves professionally at all times. Robust recruitment and induction procedures ensure that staff are suitable and well prepared for their roles. Leaders have established strong partnerships with parents. They communicate regularly through a range of methods, including digital platforms and daily discussions, which means parents are involved in their children's learning. Parents speak positively and highly about the leaders and staff, and the support they and their children receive. Staff report that they feel valued and well supported by leaders. They benefit from wellbeing workshops and employee of the month recognition. As a result, staff turn over is low. They understand their roles and responsibilities clearly, contributing to a positive, highly consistent and well-managed nursery for all children.

Staff work in close partnership with families and a variety of external professionals to ensure appropriate plans are in place for children with special educational needs and/or disabilities, as well as those who speak English as an additional language. Leaders take swift, strategic action to reduce barriers, such as securing early intervention funding. Funding is used in meaningful ways to support individual children, such as individual one-to-one interventions, specialised resources or outings. Staff share the hugely positive impact these have on children's progress.

Leaders are highly committed to maintaining strong standards and demonstrate a clear understanding of their responsibilities. They continually reflect on practice and use monitoring systems, including supervision meetings, observations and group meetings, to support continuous improvement. Leaders are proactive in identifying areas for development and take effective action, such as recently adapting the outdoor environments and provision in response to children's needs.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive happily at this nurturing setting, where wellbeing is prioritised. They are welcomed into an environment full of opportunities to play and explore. Children benefit from an exciting wide range of activities that broaden their understanding of the world and help them learn about the local community. For example, children eagerly line up to head to the allotment to garden and grow their own vegetables. They take part in outings to the local care home, visits to the library, walks to the shops and trips to the farm.

Babies enjoy listening to books that staff read to them. They lean in to staff and explore the textured pages as staff read with expression. Toddlers rock on see-saws, push along on trikes and balance on the stepping stones to support their balance and core strength. They use their arm muscles as they carry heavy buckets of water to their desired spot and enjoy painting the fence with large paintbrushes. Pre-school children investigate insects and learn about different features of the natural world, such as investigating the textures of bark on different trees. These varied experiences support the children's development securely across all areas of learning.

Staff interactions with children are warm and respectful. Staff know children extremely well. Children collaborate and enjoy each other's company. For example, they create their own imaginary game where they point at different animals and take turns copying each other. They sustain engagement as they walk on tip toes pretending to be a flamingo and flap their wings. Children are developing strong independence and self-help skills. For example, they are encouraged to put their shoes on themselves, which prepares them well for school. Children with special educational needs and/or disabilities and those who face barriers to learning and/or wellbeing are supported to make excellent progress.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with leaders, staff, parents and carers and children during the inspection.

We carried out this inspection 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.

Inspector:
Frankie Holliday

About this setting

Unique reference number (URN): 2645616

Address:
11 -15 Station Road
Sidcup
DA15 7EN

Type: Childcare on non-domestic premises

Registration date: 29/09/2021

Registered person: Chamberlain Childcare Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:15 - 18:15

Local authority: Bexley

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 16 June 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

108

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026

© Crown copyright