

# Premier Nursery Uxbridge

Inspection report for early years provision

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<b>Unique reference number</b>	139106
<b>Inspection date</b>	26/07/2010
<b>Inspector</b>	Samantha Hunt
<b>Setting address</b>	St Johns Road, Uxbridge, UB8 2UR
<b>Telephone number</b>	01895 234455
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Premier Nursery (Uxbridge) is one of three nurseries run by SRK Limited. It opened in 1995 and operates from rooms in a detached building in St Johns Road, Uxbridge in Middlesex. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend the nursery at any one time; this includes 21 children under two years. The nursery is open each weekday from 7.30am to 6.00pm, with the exception of bank holidays and the Christmas period. Children are cared for within four base rooms according to their ages. Other rooms within the building include a cot room, office, kitchen, and toilet facilities. All children share access to a secure outdoor play area.

There are currently 70 children in the early year's age range on roll, who attend a variety of sessions, both full and part-time. Children come from the local and wider community. The nursery supports children with special needs, and/or who speak English as an additional language. The nursery employs 16 staff, including a cook. Of these, 12 of the staff members, including the manager, hold appropriate early years qualifications and three staff members are working towards a qualification. Premier Nursery (Uxbridge) is part of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the setting. They are forming close relationships with staff and their peers. Staff recognise the uniqueness of each child and plan a balanced range of activities and experiences that supports their individual learning and development. Effective partnerships are being formed with parents. Staff supervise children well. Policies and procedures are in place to promote children's wellbeing, although these are not always effectively followed to highlight all hazards to children. There is a positive outlook on reflection and evaluation of the provision, and as a result the setting shows a good capacity to drive forward improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children such as loose hose piping, bins and open rubbish bags in the garden are kept to a minimum (Suitable premises, environment and equipment)

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To further improve the early years provision the registered person should:

- continue to develop partnerships with other settings children may attend to support their development
- monitor the observation and assessment process to ensure staff are observing children regularly

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded because staff show a very good understanding of their role in protecting the children. They have recently updated their knowledge of child protection and are clear about the procedures to follow if they have a concern about a child in their care. Security of the premises is good with parents and visitors having to buzz to be let in. Staff ensure that visitors to the setting are asked to sign in and out, and supervise them closely. There are detailed policies and procedures in place and staff carry out regular checks to ensure the playrooms are safe and ready to receive children. Whilst the garden has a written risk assessment and is checked daily as equipment is set up, staff are not always vigilant at identifying or minimizing hazards. As a result on the day of inspection there were toys out that had not been cleaned for some time, and a hose pipe, dustbin and open black bag where all accessible to children. This is a breach of regulation. There are robust systems in place for staff recruitment. All staff undergo an induction and Criminal Records checks are obtained by the nursery before they start work with the children.

The manager demonstrates positive approach to continuous improvement and has a good understanding of the settings strengths and weaknesses. Several self-evaluations have been completed in the last year, with the views of parents gathered by way of questionnaires to support this process. Recommendations made at the last inspection have all been addressed. Staff work well together as a team. For example they ensure they tell one another when they need to leave the room or take children into the toilet when they are outside. Staff are supported to attend training to develop their knowledge and attend regular staff meetings. Space inside is organised well to enable children to move around freely and safely. Children have access to a good range of toys and resources which include those that promote positive images of the wider world. Many are easily accessible to them in low-level drawers or shelves enabling them to make choices about what they want to play with. Staff show a good knowledge of children's individual needs. There are good systems in place for ensuring any individual needs and preferences are noted, shared with staff and respected. This ensures children's welfare is effectively promoted.

Partnerships with parents are good. Staff greet parents and children in a welcoming and professional manner. Parents receive a variety of information about the nursery and its policies, via notice boards around the nursery, a regular newsletter and verbal and/or written feedback from staff. Information shared includes how to make a complaint, safeguarding and the sickness policy. They also have regular opportunities to share developmental records with their child's key person; this enables them to feel involved in their child's learning. Parents speak

highly of the nursery, and feel their children are making good progress, they also comment on the friendly supportive staff. The nursery is beginning to form partnerships with other Early Years settings children attend and has regular visits from their Local Authority Early years Advisor.

## **The quality and standards of the early years provision and outcomes for children**

Children play and learn in a welcoming environment where their creations such as junk modelling, drawing and painting are displayed effectively from the ceiling or on the walls. This helps children to feel part of the setting. Children are confident and eager to learn. They listen well to stories and clearly enjoy books as they sit side by side reading and looking at the pictures together. Children are able to take part in planned activities and initiate their own play. They develop their imaginations as they pretend to fly to the fair with some friends and drive the trucks across the mat. Younger children practise their physical skills as they pull themselves up with confidence to see what is going on at the table. They explore their environment climbing in and out of the sand pit and banging the spades on the buckets. Children are confident to make their needs known or share news with staff. They greet friends who have been on holiday with excitement and engage in conversation with one another about what they are drawing. Children have many opportunities to develop their creative and sensory skills throughout the nursery. Younger children have sensory boards and treasure baskets to explore a variety of textures as they play. All children take part in arts and crafts, and experience a good variety of resources such as shaving foam, sand, water, gluing, painting, glitter and play dough. Children have a go at rolling up tissue paper and sticking it down to create a picture and making repeating patterns with their hand prints. There are opportunities for children to develop skills for the future as they access technology such as the computer, CD player and computerised activity centres. Children confidently turn the volume up and down on the CD player, load the machine with a new CD and talk to staff about the scary witch music they have put on. Staff encourage children to be independent. For example encouraging children to try and put on their shoes themselves before going out into the garden, and clearing their plates after dinner.

Children's behaviour is generally good. Staff show warmth and kindness towards the children and deal with any behaviour issues in a calm and consistent manner. This helps children to learn right from wrong. Children know the rules and boundaries of the setting. For example they know they must line up like a Choo Choo Train when staff talk to them before going out in the garden. Children receive positive praise and encouragement through the day which helps them to feel valued and settled in the setting. Good staff ratio's mean that staff are able to involve themselves well in children's learning. They interact positively with children at their level and use effective questioning techniques to help them learn. Staff show a good knowledge of the Early Years Foundation Stage framework and plan a weekly routine of activities and experiences to support the children's individual needs. Activity plans are evaluated by staff and this enables them to support children's future learning. Staff observe children with a mixture of formal and spontaneous observations and share these records with parents on a regular basis.

However there is some inconsistency with this system as some children do not appear to have been observed as much as others.

Children's health and safety is effectively promoted. Staff supervise children well and give gentle reminders to keep the children safe such as not running indoors or to line up carefully helping to keep children safe. Children are provided with a balanced diet of healthy snacks and meals which include fresh fruit and vegetables everyday. Mealtimes are a social occasion with staff sitting along side children to support them and engage in conversation. Drinking water is easily accessible to children whenever they want it, with each having their own labelled cup. Younger children sleep in individual cots or on mats and staff ensure they are monitored at regularly intervals. All bedding is regularly laundered to further promote children's good health and wellbeing. Older children know they need to wash their hands before and after snack time, and independently access soap and paper towels, placing them in the bin when they have finished. Daily trips to the garden provide children with the opportunity to develop their physical skills and access fresh air and exercise. Children are confident to negotiate the ride on toys around the garden, and climb up on to the climbing frame.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met