

Inspection date	30 March 2016
Previous inspection date	2 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders and the manager monitor staff's teaching practice and children's progress effectively.
- The manager provides staff with time to review and discuss their professional development. Staff attend and receive regular training, which has a positive impact on their teaching skills and children's development.
- Staff make accurate assessments of children's development, identify any gaps in their achievements and provide support to help them catch up. Children make good progress in their learning.
- Children's behave well. Staff guide children's behaviour well, consistently reinforce the boundaries and help children learn to share and be polite.
- Staff organise a stimulating learning environment. Children confidently explore and choose what to do from the exciting resources and activities.

It is not yet outstanding because:

- Staff do not plan effectively for some early reading activities. For example, during a planned activity, staff did not have additional resources to build on children's understanding of letter formation. In addition, they did not consider how eating snacks during the activity hindered children's ability to pronounce letter sounds.
- Young children's key persons do not always fully support them when they show interest in finding out how some things work.

What the setting needs to do to improve further

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

- build on the planning of activities to extend children's early reading skills
- strengthen the key persons' support for younger children's interest in trying different approaches to find out how things work.

Inspection activities

- The inspector observed activities in all the learning environments, and carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager and registered providers.
- The inspector checked evidence of staff suitability and sampled documentation, including children's progress records, and some policies and procedures.

Inspector

Ruth George

Inspection findings

Effectiveness of the leadership and management is good

Leaders and the manager train staff effectively to identify any concerns for children. Staff know the procedures to follow to report any concerns to protect children's welfare. Leaders and the manager use good recruitment procedures to ensure the suitability of staff. Safeguarding is effective. Leaders and the manager evaluate and monitor teaching and children's learning effectively. For example, they regularly track the progress children make and use this to identify weaknesses in teaching or in the progress of individuals or groups of children. For example, some boys' progress in mathematics was not as good as that of the girls. The manager identified training to strengthen teaching of mathematics. Teaching has improved and all children make good progress in this area.

Quality of teaching, learning and assessment is good

Staff have good partnerships with parents. Parents contribute to the initial and ongoing assessments of their children's progress and comment on the 'excellent communication' staff share. Staff use children's interests, alongside their assessments, to build on their learning. For example, they used older children's interest in knights to teach them about distance and time. They asked children to find out whether they could push the knight and horse further using their left or right hand and discussed the concepts of longer, shorter, faster and slower. Staff develop children's thinking skills well. For example, they use questioning to help children search for the answers when they have queries.

Personal development, behaviour and welfare are good

Staff help children to learn about their friends' traditions and celebrations. They teach children about tolerance and how to cooperate, and get along together. Staff use simple and clear explanations to help children manage risks. For example, they remind younger children to hold the handrail when walking down steps to the garden. Staff plan a good range of activities outside in the fresh air to promote children's physical well-being. They provide opportunities for children to practise their control and coordination, for example when they pedal bicycles, climb, balance and dance. The chef provides nutritious meals and snacks that meet children's dietary needs and contribute to their good health.

Outcomes for children are good

Children are independent and confident. They explore and choose activities that they become deeply involved in. Overall, young children are confident communicators. They listen, follow instructions and talk about the things they are doing. Children develop good early writing skills. Some confidently label their work with their names, forming the letters effectively, and others make marks to represent their names. Children learn to sort by size and to count reliably. Older children begin to develop complex skills, such as making predictions. Children learn a good range of skills that prepare them well for school.

Setting details

Unique reference number	EY360965
Local authority	Buckinghamshire
Inspection number	1027965
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	65
Number of children on roll	51
Name of provider	SRK Limited
Date of previous inspection	2 October 2012
Telephone number	01753 783838

Premier Nursery is one of two nurseries run by SRK Limited. It registered in 2007. The nursery is situated in Iver, Buckinghamshire. It is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery employs 11 staff, including a cook. The deputy manager holds an early years qualification at level 5 and six staff hold qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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