

Hillside House Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY104253 |
| Inspection date | 24 January 2007 |
| Inspector | Jane Muriel Laraman |
| Setting Address | Lyth Hill Road, Bayston Hill, Shrewsbury, Shropshire, SY3 0AU |
| Telephone number | 01743 872203 |
| E-mail | alfiephillips06@aol.com |
| Registered person | Alfred Phillips and Janet Phillips |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Hillside House Nursery opened in 2002 as a privately run provision and is situated on the edge of the village of Bayston Hill, near Shrewsbury, Shropshire. The nursery serves Shrewsbury and the surrounding rural area. It operates from three rooms and associated facilities in a purpose built annex of the provider's home. All children share access to several enclosed outdoor play areas.

A maximum of 38 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 until 18:00 for 51 weeks of the year. There are currently 78 children aged under five years on roll. Of these, 22 children receive funding for early years education. The nursery supports children with learning difficulties and disabilities. All children currently attending speak English as their first language.

There are 11 members of staff employed at the nursery. Of these, all hold appropriate early years qualifications, with one member of staff currently in training. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance and Shropshire

Private Nurseries Association. The nursery has successfully achieved the 'Growing Together' Quality Assurance Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because they are nurtured and cared for in rooms that are well-organised to promote their comfort and welfare to an exceptionally high standard. Staff consistently implement rigorous health and hygiene procedures and they ensure that all areas within the nursery, including the kitchen and toilet areas, are kept clean and well-maintained. As a result of this effective practice and the high regard for children's health and well-being, the risk of cross-infection or contamination is minimised. Children follow the excellent examples set by staff and gain a very good awareness of hygiene matters. Staff also teach the children about good health and hygiene routines from an early age and as a result children are learning to take responsibility for their own personal care. For example, they place their hands in front of their mouth if they cough or sneeze, they help themselves to tissues to blow their noses and they routinely wash their hands after using the toilet and before eating food. Staff further encourage children's self-care skills by praising and congratulating them when they remember hygiene routines without being prompted. Babies and toddlers' comfort is assured through well-organised nappy changing routines. Potty training is introduced according to parents' wishes and when children are developmentally ready. Older children become increasingly self-reliant in managing other aspects of their care, such as in putting on their Wellingtons and coats in readiness for outside play activities.

Children's good health is well-promoted because staff seek detailed information about their medical history and special needs, allergies and dietary requirements prior to them first attending the setting. Children's specific individual requirements are clearly understood and appropriately acted upon by staff. If children become unwell, have an accident or require medication they receive prompt, sensitively managed care and treatment, in accordance with parents' wishes and any relevant guidelines. As staff have regard to all current health and hygiene guidelines, children are suitably protected from infectious diseases. Information regarding infection control and the advised minimum exclusion periods is readily shared with parents. Parents are kept well informed about any intervention or treatment and all relevant records are maintained in a confidential manner. Staff are well prepared for safeguarding children's welfare in any medical emergency as they have appropriate first aid training and qualifications. Suitable first aid equipment and relevant guidance is readily available throughout the nursery.

All children benefit from the regular access to fresh air and exercise that they have each day, weather permitting. They enjoy use of several well-designed, safe and secure outside play areas and are able to develop good physical skills. They enthusiastically participate in a wide range of activities which contribute to their good health by developing all their muscles, physical skills, body control and co-ordination. Older children talk and think about their developing strength when staff ask them if they have got big muscles and if they are strong enough to carry items such as the construction play sets. Babies and younger children enjoy the excellent outdoor play facilities and are taken on walks in their pushchairs or hold hands as they practise their walking skills with staff or older children. The outdoor area is equipped with exciting age-appropriate play equipment such as a climbing frame, trikes, ride-on toys, balance beams, trampoline, balls and hoops. Children delight in choosing equipment for themselves which they are able to push, pull or ride. Through playing energetic games, children are developing their

skills of throwing and catching, hopping, skipping and jumping. They play co-operative games, developing their understanding of sharing and turn taking. The well-resourced adventure play area provides children with many physical challenges and opportunities to appreciate the rural nature of their environment. Children are developing positive attitudes towards physical exercise and a growing awareness of how it can help them to stay healthy because staff make good references to this fact.

Babies and children are very well nourished. Meals are prepared on a daily basis by the nursery's cook, with a strong emphasis on providing a wide variety of fruit and vegetables. She uses fresh food and local produce where possible and children thoroughly enjoy her excellent range of healthy meals and snacks. They have keen appetites and are adventurous in trying newly introduced foods. Food preparation areas are well-organised and there are excellent food hygiene procedures in place to ensure that high standards of cleanliness and preparation are maintained at all times.

Children's cultural and dietary requirements are respected and well catered for through using information provided by their parents. Babies' individual feeding routines are carefully followed and they are gradually encouraged to develop their independence by learning to feed themselves. For example, finger foods are introduced, which they can pick up and eat by themselves. Toddlers are also very good at sitting at the table together and feeding themselves. Older children develop very good self-care skills as they help serve food, spread toppings on toast, hand out beakers and pour drinks.

Meal and snack times are relaxed, sociable events. Children are very well-mannered and polite, as they wait until the whole table is served before they start to eat. Adults encourage children's independence, but sensitively give help where needed. Portions are manageable and children soon become adept at using child-size cutlery and drinking from suitable cups and beakers. Children are suitably hydrated as drinks are readily available for them to independently access throughout the day.

Children learn about healthy eating during snack and mealtimes, when discussions are held about the types of food they eat, what makes them grow and what keeps them healthy. Their knowledge of the importance of having a healthy diet is further promoted through topic work and activities. They sing songs about food groups which are good for the body and have discussions with staff about fruit and vegetables containing vitamins, and cheese and milk being good for their bones and teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety and security are given a very high priority. The nursery has developed detailed guidance, policies and procedures to cover all aspects of health and safety, which staff understand and consistently apply in practice. Children are cared for in a very well-maintained environment, where they move about freely and safely in well-organised rooms. The environment is warm and welcoming and attractive displays of children's work enhance a building that has been thoughtfully designed. The attention to detail in the choice of furnishings and décor creates a positive ambience in which children can both play with purpose and relax.

Children are provided with an extensive range of good quality toys, equipment and resources, which are appropriate for their purpose and used effectively to support their play, care and learning, both indoors and outside. Children thoroughly enjoy using the bright, stimulating

toys and resources, which capture their interest and provide a wealth of opportunities for them to use their natural curiosity as learners. Toys are stored in well-labelled boxes, which are easily accessible to the children, promoting their independence and ability to make choices about what they want to do.

The management team and staff take positive steps to ensure children's safety within the setting is effectively promoted. Risk assessments are robustly carried out on a daily basis and used effectively to identify any potential hazards which, if found, are immediately addressed. Accident records are routinely reviewed and action taken when appropriate. Toys and resources are regularly checked and maintained in a good condition to ensure children's safety when playing with them. Children are very well supervised, enabling them to participate in an excellent range of challenging activities and outings. They are learning to keep themselves safe because the nursery encourages them to understand about safety matters, both within the nursery and outside. For example, children are taught about the importance of road safety and regularly practise emergency evacuation drills. Staff gently remind children how to use the large physical play apparatus safely, whilst allowing them to develop their independence and confidence. Children are also taught how to handle tools and other play equipment with care and they help to tidy toys away to prevent accidents from occurring.

Access to the building is carefully monitored and clear procedures are in place for the collection of children by named adults. Consequently, children are well protected. All members of staff have been carefully vetted and have a very good awareness of child protection issues. Staff clearly understand their roles and responsibilities for protecting children, in line with the nursery's policies and procedures. They are aware of the possible signs and symptoms of abuse and neglect and are alert to any unexplained injuries to children. Child protection training is regularly updated and senior managers are fully conversant with the Local Safeguarding Children Board guidance. Telephone numbers of the relevant agencies are readily available to ensure that any concerns can be reported expediently should any concerns arise. As a result, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Babies and children clearly enjoy being at the nursery and settle very quickly in the vibrant, stimulating environment. Activities are well set out and inviting, with an abundance of interesting, high quality toys and resources. Children are able to be creative, explore natural materials, act out familiar roles, construct and fix things together. Children relate very well to their peers and play happily with each other.

Planning and assessment for children under three is in line with the 'Birth to three matters' framework and effects continuous progression on to the Foundation Stage of learning for older children. Activities are primarily child-centred and allow children to initiate their play and have plenty of choice. As a result, they are in control of their own learning and are happy, busy and contented. Children respond very well to staff, who are patient, kind and considerate and show a sincere concern for the welfare of the children. There is excellent continuity of staff to ensure children develop good relationships and feel secure.

Children are very sociable and confident as they participate in an excellent variety of group activities. They quickly become engrossed in imaginative play or exploratory play with dough, water or sand. Songs and sound activities encourage babies and younger children to listen attentively and they chuckle and clap their hands in delight. Treasure baskets are used to inspire

curiosity and encourage babies' natural desires to explore and investigate. Babies and toddlers are very active and move with increasing confidence and control. The layout of their room enables emergent walkers to travel safely around low-level units and furniture as they develop their skills. In all rooms of the nursery, children's play is significantly enriched by the warm rapport and interaction they share with the staff.

Nursery education

The quality of teaching and learning is outstanding. Staff are well-qualified and trained. Their expert teaching ability is securely rooted in an excellent knowledge of the Foundation Stage and a clear understanding of how children learn and make progress. Teaching is consistently inspiring and challenging for all children and as a result they are making excellent progress towards their early learning goals. Children's learning is promoted through carefully planned and well-organised topics and activities. Plans cover the six areas of learning, identify key learning outcomes and are linked to specific stepping stones towards the early learning goals. Staff are fully aware that children learn in different ways and that some activities suit children better than others. They know the children in their care very well and are skilled in providing differentiated learning opportunities and in using a range of teaching methods to enable each child to reach his or her full potential. Furthermore, staff are confident in adapting their plans in order for children to follow their own interests and initiate their own meaningful learning. Consequently, activities and play experiences are exceptionally well-matched to children's individual needs. Staff make good use of their time, are sensitive in their management of the children and their behaviour and are involved in children's play and learning throughout the day. They make exceptionally good use of open-ended questioning and of spontaneous learning opportunities to extend children's learning.

Activities are evaluated and staff use the evaluations to inform future planning. They also use their regular observations and assessments of children to accurately track each child's progress through the stepping stones and to plan for the next stage in their development. Assessment of the children's learning is effective in providing parents, carers and staff with a clear view of how each child is progressing.

Children make excellent progress in all areas of learning and thoroughly enjoy themselves in their nursery. Upon arrival each day, they are warmly greeted with smiles from the staff and they separate happily from their parents and carers. The children are very keen to participate in the wide range of exciting activities on offer to them. They are extremely well-motivated, enthusiastic and demonstrate excellent attitudes to learning. Staff place a very strong emphasis on personal, social and emotional development and this approach underpins the children's ability to fully participate in all other areas of learning. Children access an excellent range of well-chosen resources and they are able to freely choose from these resources and confidently make decisions about their play and learning, so encouraging their independence and self-confidence. Their play is spontaneous and purposeful, they play independently or in small groups. Staff actively encourage this child-initiated play and ensure that children have the time and opportunity to follow up their ideas and interests. Children are very happy to share their ideas and invite their friends or even the adults to join in with their activities and games. Children know and understand their own needs and with adult support, become aware of the needs of others. Their self-reliance is developed through using their skills in day-to-day routines. For example, at mealtimes they help themselves to drinks when they are thirsty. They use the toilet independently and they get ready for outdoor playtimes with minimal adult help. Older children also show high levels of care and concern for the younger children, showing them how to use some of the play equipment and explaining 'rules'. Children know what is expected of them

and are very well behaved as a result of consistent praise and encouragement from staff. This enhances children's self-esteem and reinforces their positive attitudes to learning.

Children's understanding and communication skills are very good and they are making excellent progress in their language development and reasoning skills. They are willing and able speakers and use complex sentences in meaningful discussions, with good descriptive language, to express themselves and their ideas. Excellent use is made of circle time when children are able to share familiar experiences, opinions and ideas and they talk about their lives, home and family. They confidently discuss, plan and choose their activities for the day. Children enjoy this special time, where staff interact effectively and use excellent questioning techniques to sustain children's interest and curiosity. Staff give good answers and explanations in response to their questions and comments and the children understand the concept of listening to each other and taking turns to talk. Children have excellent opportunities to develop their literacy skills. Effective use is made of print in colourful displays, name and nursery equipment labels around the room and this creates a language-rich environment, where children can routinely see words and begin to understand that print has a meaning. The labelling of children's work or possessions helps them to recognise their own names and those of other children.

Staff read books and tell stories to children in a lively way, using a range of props, so encouraging and motivating their interest in books. Children clearly enjoy having stories read to them and listen intently, showing excitement and pleasure by joining in with familiar parts of their favourite stories. They also recall and discuss key features of stories. They spontaneously access books for independent enjoyment, as the book areas are well-resourced and inviting. Children handle books very well, looking at the pictures and carefully turning pages. They regularly take books home to share with their parents and carers. Children can clearly link sounds and letters because staff use spontaneous and focused activities to discuss with them the sound that an individual letter makes. Children then readily suggest words beginning with a particular letter or sound. Older children competently sound and name letters of the alphabet in order.

Early writing skills are introduced to children using stimulating activities and games. A writing table is provided so that children can independently choose from a variety of writing materials and initiate their own mark-making activities. Staff observe the children's emergent writing skills and know the developmental capabilities of each child. They encourage children to progress on to writing their own names and focused activities are used to help children practise their letter formation before they start writing for a purpose. During their role play, children spontaneously use writing materials. For example, they write out prescriptions in the doctors' surgery, they take their customers' orders selected from the menus in their restaurant and write letters to their friends when playing in the post office.

Children use number and mathematical language in their play activities and are beginning to count with increasing accuracy. They are developing an understanding of numbers for counting and as labels as they see numbers around the room, on posters and a number line. Children use numbers in their role play, such as in the doctors' surgery, when they count how many people are waiting in the waiting room. They use mathematical ideas to solve problems such as when there are too many children playing in one area. They also use mathematical language when playing board games, such as snakes and ladders or number lotto. Children can compare size and sort by colour and shape. They can identify some names of different shapes and are starting to link this knowledge to every day situations. They use shapes in their craft activities and talk about them. Through their participation in number rhymes and songs, children are starting to learn about simple addition and subtraction. Children show interest in and enjoy using the

available technology in the nursery, such as the computer and they are learning about space, shape and measurement as they play with sand, water and construction sets.

Children are developing an excellent knowledge and understanding of the world in which they live because their natural curiosity and interests are stimulated by very effective teaching methods and access to an extensive range of activities that form the foundation of later learning in history, geography, science and technology. The nursery offers an interesting indoor and outdoor environment where children have excellent opportunities to observe, explore, question, and be curious. Children investigate objects and materials, using all their senses. They have access to natural materials, such as sand and clay, and participate in gardening activities where they can watch how plants and vegetables grow. They visit an adjacent 'model farm' and learn about the animals and their feeding habits.

Through a variety of activities children gain a sense of time and place. They freely talk about their families, their lives and important events to them, so they feel special and valued. During circle time, children regularly talk about the days of the week, the month and season. They observe the weather daily and discuss their observations. During the recent stormy winds, an apple tree fell down in their playing field during the night. The children were fascinated by the sight of this and talked about gale-force winds. They also discussed how the tree would be cut up and re-cycled into firewood and predicted that it would then be safe to play in the field again. The field is also used to develop some of the activities that have been learned at 'Forest School.' For example, children enjoy building dens and setting nature trails.

Children employ a range of techniques and tools to model and construct. They use their creative skills well to design and model both individual and group pieces of work, such as a Chinese dragon made from large boxes and a variety of other interesting materials. A good understanding of the uses of everyday technology is being developed by the children through using digital cameras, computers or tape recorders. Children learn about different cultures from their own through well-planned and well-resourced activities. Strong community links are made through visits from people who work in the area, such as builders, paramedics and police officers, and there are good relationships with local schools.

Children enjoy a range of creative activities. They play with different materials and media, representing their ideas through painting, drawing and acting out different scenarios. They take pride in their creations and enjoy the tactile experiences during art activities. Children's art creations are valued and attractively displayed. They respond to new experiences and describe different feelings, tastes and textures well. Children are familiar with songs and rhymes and join in with enthusiasm, linking actions to the words. They also enjoy listening to a wide range of music and dance happily or march away to the tune of 'The grand old duke of York'. Children benefit from a well-resourced role play area. They are able to play co-operatively or independently, following through their ideas together or on their own. They clearly enjoy using their imaginations to develop their games in role play activities. For example, they play pirates and talk about ghost ships and stormy seas. They enjoy being hairdressers and create interesting hairstyles, using the dolls as models.

Music and movement sessions indoors are effectively used to help children to develop their co-ordination and control by moving in different ways. They thoroughly enjoy the physical activities of dancing, clapping, marching or crawling and chuckle with laughter as they move around the room. Children can access various tools to use for different purposes to help develop their fine motor control skills, for example, scissors for snipping and cutting collage materials. They enjoy threading beads and using construction sets. Children also have opportunities to

use paint brushes, cutters and other small tools for play dough and begin to develop their physical manipulative skills.

Helping children make a positive contribution

The provision is outstanding.

Children are welcomed into the nursery by very friendly staff and settle well as they are sensitively helped to feel secure and confident in their environment. They form excellent relationships with the staff and as a result develop a good sense of trust and belonging. They also enjoy friendly relationships with their peers. Each child is highly valued as a unique individual and staff are familiar with their particular circumstances, needs and culture. As staff know the children so well, they are able to cater effectively for their individual personalities, abilities and interests and this enables the children to meet their full potential and develop high levels of self-esteem. Parents are encouraged to share their knowledge and views of their children's development and this ensures that staff can provide appropriate and consistent care and education for each child. The nursery's robust assessment procedures, which include individual targets for children, ensure that any concerns regarding developmental or behavioural issues are promptly addressed.

All children are able to develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude towards diversity and a non-stereotypical view of society. The nursery provides an excellent range of multicultural toys and equipment, such as jigsaws, play people, books, posters, dolls and dressing up clothes, to support children's learning. They frequently participate in themed topics where they can learn about different cultures and festivals through a range of practical activities and experiences. They take part in very well-planned cultural days, where they dress in costume, share typical food and explore aspects of the culture's music and art. For example, children have celebrated Easter, Harvest, Diwali, Christmas and Chinese New Year. At Harvest time they learn about the different ingredients needed to make bread and for Chinese New Year they make dragons and sample stir-fry and moon cakes. Colourful displays create an enriched environment where children can see an extensive range of images that promote positive views of diversity. Children are actively involved in their local community and often receive visits from people living and working in the community who enable them to learn about the world they live in.

Children with learning difficulties or disabilities and children for whom English is an additional language receive very good care and attention. This is because the staff are able to use their professional expertise and knowledge to provide good activities and specialist, high quality resources. They also liaise closely with children's parents and, if appropriate, with outside agencies to provide the best possible care for each child. Where individual care and education plans are agreed, these have realistic objectives which are regularly reviewed. The nursery has a continuous commitment to ensuring that all activities and facilities are accessible to everyone attending. This is reflected in the careful monitoring of the environment, resources, care and education programmes, policies and procedures.

Children's spiritual, moral, social and cultural development is fostered. Children behave extremely well and have very good levels of concentration. They respond positively to the excellent role models provided by the staff, who demonstrate respect for the children, their parents and other members of staff. Children play harmoniously together and understand responsible behaviour because staff consistently use positive behaviour management strategies to help children to learn about what is right and wrong. Staff are very calm and give children clear explanations, appropriate to their developmental stage and level of understanding and maturity, as to why

certain behaviour is unacceptable. Children learn to be helpful, polite, considerate and patient and have been involved in developing rules of behaviour for the nursery. They are very good at sharing toys, listening to one another in a group and they automatically thank each other when they are helped or given a toy. Staff support and encourage the children's good manners and positive behaviour with well-deserved praise.

The partnership with parents and carers is outstanding. Parents and carers are respected and made to feel very welcome in the nursery. They are provided with excellent information about the nursery through the attractively presented prospectus, regular newsletters, photo displays and information displayed on the notice boards. Staff initially seek information from parents concerning their children's development stages and their particular interests, which is used as a starting point for planning and assessment. This information can be added to through formal and informal discussions on a regular or daily basis. Parents are provided with comprehensive information about nursery education and how children work through the Foundation Stage of their education. All parents are consulted and kept well informed about what their children do and their achievements and they have access to their child's own development folder.

Parents are encouraged to be actively involved in the life of the nursery. Details about the range of activities their children are involved in are displayed, which outline the topics they will cover. Children and parents are then encouraged to bring appropriate items or artefacts into the nursery from home, therefore supporting these learning experiences and opportunities. Parents have the opportunity to fill in evaluation forms or questionnaires, which are reviewed and used to improve the nursery's service and practice. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Staff and parents share written and verbal information effectively to ensure children's changing needs are met and to provide continuity of care.

Organisation

The organisation is outstanding.

Robust operational procedures and an excellent portfolio of policies underpin the successful running of the nursery and effectively promote children's good health, safety, welfare and development. All the required documents and consents are in place to ensure staff follow parents' wishes regarding their children's care and well-being. Policies and procedures are regularly reviewed and updated to reflect any changes in legislation or childcare practice. Stringent recruitment and appointment procedures ensure children are protected and cared for by staff who have relevant professional qualifications and a sound knowledge and understanding of child development.

The well-organised environment and effective staff deployment significantly enhances children's enjoyment and achievement and their ability to take an active part in the life of the nursery. The excellent adult-to-child ratios and key worker system positively support children's care, learning and play in all areas of the nursery.

The leadership and management of the nursery is outstanding. The proprietors have clear aims for the nursery and their vision of a homely environment, where learning is child-centred, is shared with a highly motivated staff team. Children benefit from excellent staffing levels in the nursery and effective communication systems ensure that staff work well together, which creates a positive, secure learning environment for the children. The management and staff regularly reflect on their practice and identify areas for improvement. They seek the opinions of parents, carers and children through questionnaires, and act upon advice from the local

authority and other early years professionals. They share good practice and listen to ideas and implement them into their daily routines. As a result of robust monitoring and evaluation, they have a clear view of the strengths and weaknesses of their provision and are proactive in addressing any weaknesses that they identify. This leads to excellent outcomes for children. Children's welfare is safeguarded because the proprietors have very effective procedures for recruiting, inducting and appraising staff. Children are cared for by experienced, well-qualified staff and benefit further because staff are highly valued by the proprietors and supported in accessing regular opportunities to improve and update their qualifications, knowledge and understanding. Staff share any knowledge gained with the staff team, so that everyone's practice is enhanced. All staff contribute to the planning and development of the nursery curriculum and are committed to ensuring that the needs of all children are addressed and that they feel valued and included within the nursery.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery were set four recommendations. They were asked to ensure that the kitchen and main house were inaccessible to children at all times, that the large grassed outdoor area be made secure and that trailing leads were made safe. They were also asked to extend the child protection procedure to enable staff to have detailed information about recording various types of child protection concerns. All of these recommendations have been appropriately addressed. There has been a lock fitted to prevent access to the main house and the door to the kitchen has had the handle re-positioned so that it can only be reached by adults. All outdoor play areas have been fully enclosed by fencing and gates and are secure. There are no trailing leads and thorough risk assessments and rigorous daily checks for any hazards ensure that all reasonable steps are taken to maintain a safe nursery environment. Child protection policies and procedures have been fully reviewed and updated following training and advice from the local authority and Shropshire Safeguarding Children Board. All staff understand their responsibilities and are conversant with the nursery's detailed policies and procedures. They know how to deal with and record any concerns and where to obtain guidance and advice. As a result of acting upon the recommendations, overall safety within the nursery has been further enhanced and children's welfare is fully safeguarded.

There were no significant weaknesses identified at the last nursery education inspection, but they were asked to consider improving opportunities for children to use everyday technology and programmable toys. Since then, an extensive range of technology toys and programmable equipment has been purchased to support children's learning and they have been able to explore, test and successfully operate a variety of technological items in order to extend their knowledge and understanding of information and communication technology and how it can be used in today's world.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk