



## Benison Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	304975
<b>Inspection date</b>	09 January 2007
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<b>Registered person</b>	Benison Nursery School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 good. 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?

Benison Day Nursery is privately owned and opened in 1986. It operates from three purpose built houses and is situated in Eccleston, on the outskirts of Chester and close to North Wales. The nursery is open each weekday from 07.00 to 18.00 all year round. The Out of School Club is open from 15.00 to 18.00 during term-times and from 07.00 to 18.00 during school holiday periods. All children have access to fully enclosed outdoor play areas.

There are currently 159 children on roll with many attending on a part-time basis. There are 40 children who receive funding for early education. Children attend from a wide catchment area and the nursery supports a small number of children who speak English as an additional language. There are 29 members of staff employed in the setting. Of these, 26 hold appropriate early years qualifications and three are working towards a qualification. The setting achieved the Investors in People award in 2006.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children and families benefit considerably from the setting's very strong commitment towards the promotion of a healthy lifestyle. Staff are highly skilled at introducing and reinforcing a positive attitude about good health and hygiene routines and extremely good practice is evident throughout the nursery and out of school care. Consequently, the setting's aims and agreed strategies underpin all daily activities and they are successfully shared and explained clearly to all parents and carers. For example, the outcome of a recent parent questionnaire about living a healthy life raised key points to further improve children's health. This creates a very strong partnership and excellent continuity of care which enables everyone to successfully achieve the overall aims.

Meals are all cooked on the premises each day and consist of very healthy and nutritious items to provide a balanced diet for children. Consultation with a nutritionist further improves the planning of menus which are reviewed and rotated on a regular basis. The cook is a valued member of staff who is actively involved throughout the nursery. She takes time to observe mealtimes and chats to children and staff about their likes and dislikes to inform her future planning. Menus are always available for parents and many parents request copies of the nursery recipes because their children enjoy the food so much. Consequently, the nursery was one of only three businesses who were awarded the platinum 'Eat Well Award' from Cheshire County Council in 2006. Children enjoy food tasting sessions and they are praised and rewarded for trying a new item of food. Older children help to cut up vegetables as they make soup or fruit for a fruit salad. Parents preferences and home routines are clearly acknowledged and followed for young babies. Staff discuss progress with parents on a daily basis to promote strong links. Special diets are very successfully met with excellent procedures and routines in place to protect children's health needs. Staff attend relevant training to support children with specific health needs when required, which provides opportunities for a wider range of children. Meals and snack times are relaxed social occasions where children and adults sit together and enjoy each other's company. Older children help to serve food, set the table and clear away. Fresh drinking water is available at all times and children are offered milk or water with meals.

Young children's emotional well-being is supported extremely well because staff are sensitive to their needs and offer excellent support. Babies and toddlers look forward to a hug or a cuddle from staff when they arrive each day and quickly form strong, warm relationships with adults and other children. Sleep and rest times are carefully arranged around children's home routines and a video monitor ensures that young children are safe and comfortable as they sleep. Parent's preferences are clearly acknowledged when, for example, babies sleep in their pram in a sheltered, outdoor area to benefit from the fresh air. This promotes excellent continuity of care and encourages children and their parents to feel settled, confident and secure. Children are protected from infection and cross contamination through very effective hygiene routines which are clearly established and consistently followed throughout the setting. Children learn to accept responsibility for their own health needs and clearly understand why they should wash their hands before eating and after toileting, as they regularly talk about the impact of germs and disease with staff. Posters in the toilet area remind children about following good

personal routines. They experience practical activities, such as examining their hands under a special ultra-violet light to experience the benefits of good hand washing. Younger children are gently reminded and guided in toileting programmes as they gain independence. Babies and toddlers happily sing 'This is the way we wash our hands'

as they learn to use baby wipes to clean their hands before eating.

Children develop a very positive attitude towards physical exercise as they enjoy participating in regular energetic and physical play activities. Staff vary activities and offer opportunities, such as dance, drama, sports or music each day. This means that children make excellent progress in their physical development and develop a good understanding of the importance of exercise as part of a healthy lifestyle. For example, older children are invited to take deep breaths and experience their lungs expanding in their rib cage or feel their heart pounding after an energetic game. Children enjoy twice daily opportunities to play outside in their own play areas, with soft and hard standing surfaces suitable for different weathers. They put on their wellingtons and warm coats in damp weather and have fun moving around spontaneously, learning how to negotiate space and move freely with pleasure and confidence. Children across the age ranges delight in the challenges presented to them when they skilfully steer wheeled toys around the outdoor play space or they learn to negotiate and coordinate their movements with hoops or on stepping stones. They develop their large muscles when they clamber across or slide down the climbing frame. Children in out of school care further develop their skills in organised football training sessions. Children throughout the setting have fun manipulating a wide range of different consistencies, such as jelly or gloop. They gain excellent fine motor control as they learn to use a wide range of tools and implements, to make marks or investigate.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are very safe and secure in the bright, welcoming and extremely well-maintained premises. Security is given an exceptionally high priority throughout the nursery buildings and out of school areas with coded key pad locks on all gates and effective entry systems to monitor entry and exits for each of the three buildings. A one-way system for traffic with clear signs protect children as they move around the grounds. Good intercom networks promote strong communication systems between the different areas and increase security for children. Consistency and stability within staff teams means that families are well known and this reinforces the good procedures for the safe collection of children. Rigorous and clearly outlined risk assessments are conducted and recorded on a regular basis and action is quickly implemented as required. Unannounced health and safety audits are carried out and children's accident records are reviewed regularly to identify and improve risk areas. Evacuation cots are available for babies and excellent fire safety procedures are practised regularly. Staff are vigilant and alert to children's individual needs and quickly assess and reduce potential hazards and risks throughout the setting. Children's safety is very carefully considered on outings in the minibus and potential risks are reduced when every child in nursery and out of school care wears a high visibility jacket on walks and outings.

Children are very well protected because all staff have a clear understanding about their role and responsibility with regards to child protection issues. Training is attended and organised

'in-house' on a regular basis to ensure that all information is relevant and up to date. Details about changes to the Local Safeguarding Children Board is sought promptly and all contact details to safeguard the welfare of children are all in place. Older children are involved in sensitive discussions as they listen to stories and learn about looking after themselves. Subjects, such as dealing with unpleasant experiences or recognising good and bad secrets are introduced to reflect children's level of understanding and maturity. Children in out of school care are reminded that, 'if they are sad or worried', staff help, support and listen to them.

Families are greeted warmly and enthusiastically and children quickly settle happily with their friends each day. Children are cared for in a very well-organised environment where areas are used effectively for play and learning, both indoors and outdoors. An extensive range of high quality toys and resources are available for children to choose from in all the indoor and outdoor play areas. Toys and resources are stored thoughtfully in units at a level that is appropriate to children's ages and development. Pictorial and written signs in all areas enable children to become proactive in their own learning and make their own decisions. An excellent selection of natural resources and equipment made from different materials promote rich, sensory learning experiences for children across the age ranges. High staff ratios are maintained throughout the day. Consequently, children are very well supervised and able to move about freely and safely in the child-friendly environment. The outdoor environment is very well planned with inviting areas available for play and learning throughout the year. For example, areas with dry soft surfaces or covered soft-play centres provide exciting opportunities in wet weather or pergolas provide shelter in hot, sunny weather. The indoor environment is very colourful and bright with many informative photographs of children learning through play and a wealth of information for parents and visitors. Children's colourful and tactile creative products are imaginatively displayed where children proudly revisit and share their delight with others. Lively photographs of children and their families are displayed at a low level in the toddler room where young children gain a huge amount of comfort from sharing and identifying the most important people and places in their lives. Children in out of school care create portraits which identify different emotions. All these systems reinforce and effectively promote children's well-being and clearly develop their self-esteem and a very strong sense of belonging.

The importance of encouraging and helping children to recognise dangers and hazards as they gradually accept responsibility for keeping themselves safe is given a very high priority throughout the age groups. Exemplary practice and very good routines form an integral part of the daily curriculum. Babies and toddlers are skilfully encouraged to explore and experiment in a supportive and caring environment where they are gently redirected and reminded to take care. Children are discreetly supervised as they learn about potential dangers and experiment with taking risks. For example, they enjoy playing on the large adventure play apparatus outdoors. They are encouraged to consider the consequences of their actions with gentle prompts and reminders from staff when they bump heads as they run instead of walking. Older children have fun exploring their local environment on walks, as they learn about road safety and identifying hazards. Regular visits from the fire department, police officers and education liaison personnel provide a lively focus for further topics and themes. Safety issues are discussed further during circle times and explored in practical activities or during creative opportunities.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children have fun and enjoy being together in the lively, friendly nursery. Babies happily explore and investigate a wide range of sensory opportunities, such as playing with shredded paper, jelly or wet pasta, in a safe self-contained area or with the whole group in the baby unit. They learn about taste, textures, smells and sounds in a variety of different ways and gain confidence as they practise and rehearse recently formed skills and achievements in a supportive environment. Babies experiment with cause and effect toys when they press buttons or turn knobs. As they play they begin to realise their actions have consequences. Toddlers and young children eagerly choose where to play and learn to make decisions. They confidently select photographs of favourite activities together each morning to create a visual plan for the day ahead. They enjoy a wide range of activities to help them acquire new skills and knowledge and have time to practise and consolidate their learning. For example, children have fun creating winter pictures as they finger paint and sprinkle frosty glitter.

Communication is given a high priority throughout the setting as staff listen and respond appropriately to children's speech and babies' babbling. Signs, gestures and facial expressions are used to reinforce meaning and provide visual cues. Children enjoy sitting in a cosy group to share familiar stories. They listen and watch attentively as they excitedly contribute and point to favourite characters in the books. Children choose finger puppets to select familiar action songs and rhymes and eagerly join in the lively singing sessions. They have fun playing different instruments, moving and dancing to music, enabling them to explore and experiment with sounds and movement.

Staff have secure knowledge of 'Birth to three matters' framework and use it successfully when planning for younger children. Clear learning outcomes are identified and plans promote flexibility to meet children's interests and preferences. Staff successfully record children's progress against 'Birth to three matters' framework and record observations of significant details and progress to inform ongoing assessment. This progress is used to inform future planning and recorded on a six monthly observation record. However, next steps in learning for individual children are not clearly identified and recorded to link to planning and share with parents and carers. As children progress, they learn to concentrate for longer periods and become purposefully engaged in activities. 'Rising Threes' sessions provides opportunities for children to extend and develop their skills in small groups to provide a smooth transition and prepare them for the Foundation Stage. Children relate warmly to staff and other children and are able to indicate to staff when they need help or support. They begin to display responsible behaviour, such as helping to tidy up, taking turns and sharing.

Children in out of school care enjoy choosing from a good range of play and leisure opportunities in their self-contained area. A computer suite is available for children to develop their information technology skills and a cosy room with a television, books and comfy sofas provides opportunities for children to relax or chat to their friends. Children happily create and develop dramatic role play games as they play imaginatively in a room which is transformed in rotation from a doctor's surgery to a café or a veterinary surgery. Creative opportunities are imaginatively introduced and children have fun cutting and sticking as they make a colourful collage. Outings

and adventures in the local area provide opportunities for children to further develop their knowledge of the natural world and learn to take care of their environment.

## Nursery Education

The quality of teaching and learning is outstanding. Children make considerable progress in all areas of learning because staff have an excellent knowledge of the Foundation Stage curriculum and have a very clear understanding of the underlying principles of early years education. Long-term and medium-term planning comprehensively covers all six areas and there are clear learning outcomes identified for groups of children that are linked to the relevant stepping stones. Planning is imaginatively based on topics and themes and extremely flexible to meet individual children's needs. Staff know children well and provide very exciting and stimulating play opportunities. Consequently, children are involved in high quality play and learning opportunities on a daily basis, many of which are organised and improvised spontaneously to respond to individual children's learning needs and interests. For example, children's interest in Cinderella after a pantomime visit is absorbed into planning of role play areas, stories and discussions about caring for others. A system of observing and recording details of each child's achievements and developmental progress is well established and highlights children's independent and unique path of learning. Observations are skilfully used to identify what each child already knows and can do. Children's progress is recorded at regular intervals on their individual profile and in a colourful ongoing record of achievement with photographs, examples of work and informative observations. Next steps in play and learning are clearly identified for each child to link with future planning and share learning opportunities with parents and carers.

Children have a tremendous amount of fun exploring and investigating rich and active learning experiences that skilfully arouse their natural curiosity. The infectious enthusiasm and extremely positive attitude amongst the whole staff team inspires children to learn. The outdoor play areas are natural extensions of the indoor learning environment and activities smoothly transfer from one to the other. Children relish the challenging learning opportunities that are imaginatively presented in stimulating practical activities. They design large pictures with chalk on the paved area outdoors or create sounds and music using buckets, pans and metal cans that are hung on a clothes rail outdoors. Staff have high expectations and subsequently, children are strongly motivated as they experiment and make connections with other areas of learning and experiences. For example, children help to make jam when a child brings in some damsons from home and watch the change in consistencies. They learn about the different seasons, name birds and flowers and observe nature's changing cycles in practical activities. Consequently, they understand the meaning of words, such as 'nocturnal' or 'hibernate'.

An excellent balance of adult-led activities run alongside child-initiated activities creating a purposeful learning environment for the children. Children happily access activities at their own level because opportunities are flexibly extended and adapted to suit individual needs. Children's independent learning is successfully promoted as they are encouraged to develop their own ideas and initiate their own games. Consequently, children confidently plan and make their own decisions. For example, they comment that 'after lunch, I am going to get some scissors and cut some interesting shapes out of my picture.' Staff skilfully maximise numerous opportunities for informal learning throughout the day. Children are all actively involved and fully engrossed in whole group sessions where they listen intently to lively stories and eagerly

participate as they are discreetly encouraged to count, recognise and understand numbers or complete basic calculations. Concepts of shape, size or weight are introduced naturally and reinforced in role play and everyday situations and skilfully linked to very descriptive language, such as enormous, massive, gigantic or huge. Children contribute their own ideas as they remark that a shape looks like a lemon. Sounds are effectively linked to words and letters in rhymes or word patterns and children have fun using different mediums, such as chalk or sand, to write their own letter shapes.

Children are extremely confident and articulate. They communicate very effectively as they eagerly engage in lively conversations with their friends and staff members throughout the day. They respond to and learn from adults in the setting because staff are very skilled in talking and listening to children. They enjoy sharing jokes and happily chat about past events or look forward to future activities. Staff challenge children to think and to extend their vocabulary through lively, stimulating discussions and open ended questions. They are encouraged to comment on their play and practise thinking out loud when they reflect on what they have been doing and tell others all about it. For example, children happily negotiate, problem solve and share ideas as they work together in small groups. They create imaginative pictures together within a hoop from a selection of heuristic play materials, such as stones, feathers, shells and pine cones. They confidently describe their picture to everyone as 'a farmer's den' or 'a swing in the sun' and eagerly find a photograph of it on the computer later to share with their parents. Children initiate and extend their own role play sequences in the indoor and outdoor environment. Staff facilitate and extend play and learning as they introduce a variety of imaginative materials in themed activities. Everyone is totally absorbed in an imaginative and adventurous game of pirates where they experiment with binoculars, create treasure maps and pretend to land on deserted islands together.

### **Helping children make a positive contribution**

The provision is good.

Children are happy, sociable and relaxed in the friendly nursery. Everyone smiles and laughs a lot as they have fun as they enjoy warm and caring relationships with one another. Children are very well behaved, polite and considerate towards adults and each other. They develop a strong awareness of feelings and emotions through role play activities and group discussions. Puppets and dolls are effectively introduced in many aspects of the nursery day to provide realistic role models and scenarios to explore feelings of empathy or caring for others. For example, Sooty is a popular member of the nursery class and helps the children to consider what is right or wrong and learning from your mistakes. Older children in out of school care gather together on a regular basis to discuss and review the agreed boundaries for behaviour. A positive attitude is promoted in 'house rules', for example, 'we listen and value what people say' or 'we share things with our friends'. Consequently, children understand the purpose and respect boundaries. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development throughout the setting. Children feel valued as individuals and follow the staff's calm, consistent and respectful example. Frequent praise and encouragement enables children to develop confidence and self-esteem as they test out their social skills within the security of the nursery. Babies are reassured with hugs and cuddles and enthusiastically encouraged as they become more adventurous and confident. Opportunities



are provided for every child to experience success on a regular basis. They are enthusiastically congratulated and beam with delight as they are awarded colourful badges.

Every child is actively involved in an inclusive environment. Individual needs and preferences are identified and acknowledged and activities are adapted to ensure that children with additional needs are supported to achieve their potential. Staff regularly attend relevant training to increase opportunities for a wider range of children. Staff work in partnership with parents and relevant support agencies to identify individual learning programmes which promote good continuity of care for children. Children are helped to consider and value diversity as they learn about the wider world and share stories about different cultures, festivals and celebrations. They have access to a broad range of resources, play opportunities and activities increase children's awareness and promote positive attitudes towards age, disability and gender in a diverse society. There is a wide international population of children who attend the setting on a regular basis, with, for example, families from Holland, France, Spain, China and Japan. Every effort is made to ensure that positive links are fostered and include children's home language and cultures. A selection of children's books and relevant artefacts are available and parents are invited to become involved in nursery activities. Older children happily explain and share their family's cultures and beliefs with their peers and provide exciting learning opportunities. Children's spiritual, moral, social and cultural development is fostered.

There is a strong partnership with parents throughout the setting. A comprehensive booklet is available for new parents and a wealth of information is shared with parents and carers before their children join the setting. Good settling in procedures are in place which are adapted to meet the needs of individual children and families. Staff and parents share information on a daily basis at handover times or on the telephone. A keyworker system promotes good continuity for parents and children. Parents describe all the staff as extremely friendly, supportive and always very approachable. They complement the management for their expertise in consistently employing highly skilled and committed staff, who always make time to talk to the families. A written daily record is shared with parents at the end of each day which records items, such as diet, sleep and activities. Parents are also welcome to read their child's developmental progress record at any time and share their ideas with staff. However, records are held in the nursery until the child moves onto the next nursery group and parents comment that they would appreciate an ongoing written record to enable them to become more actively involved in their child's developmental progress. Staff take digital photographs of children in their areas throughout each day and families are delighted to be able to view these photographs on a computer at the end of each day to increase their involvement. Notices, newsletters, suggestion boxes and questionnaires further develop parental involvement and overall satisfaction. Parents are invited to share their knowledge and expertise with the setting or with children in topics and themes. For example, a dentist takes time to talk to the children and a nutritionist assists with reviewing the menus.

The quality of partnership with parents of children in receipt of nursery education is outstanding. Very clear displays and notices are available around the nursery areas to inform parents about the 'Birth to three matters' framework, the Foundation Stage curriculum and the activities that their children take part in. Children's progress is recorded in photographic evidence and clearly linked to the early learning goals to further inform parents about progress through the Foundation Stage. Parents are frequently involved in lengthy discussions with key members of

staff and information is shared about their child's progress on a regular basis or on parent's evenings. Parents enthusiastically describe their very high level of satisfaction with the overall quality of nursery education. They state that they value the daily contact with staff very highly and are made to feel 'very special'. Informative notices and newsletters keep parents up to date with current themes and events in the nursery and they are offered clear and meaningful tasks to undertake with their child at home that are usually linked to the current theme or weekly activity. Very effective links are formed when children transfer to schools and staff, children and their families enjoy celebrating the 'graduation' process together.

## **Organisation**

The organisation is outstanding.

The quality of leadership and management is outstanding. The management team demonstrate a very strong commitment towards achieving and maintaining the highest quality of care and education for children and their families. This level of commitment is reflected throughout the staff team and consequently, everyone is highly motivated as they work towards clear goals and aims. The whole setting successfully achieved Investors in People recognition in July 2006 and they are currently working towards achieving the Aiming High Award. Effective systems are in place to regularly assess and identify the setting's strengths and weaknesses and areas for improvement are prioritised in a clear action plan. The quality of nursery education is carefully monitored and evaluated to review children's progress towards continual improvement. Senior management have completed or are following courses to Level 4 and degree level on relevant management and early years subjects. They attend meetings regularly and gather relevant information to continually improve their knowledge and understanding. Managers are all actively involved in daily activities where they lead by example and provide excellent role models for staff and children. Frequent staff meetings are held to identify and prioritise areas of strengths and weaknesses with a clear vision in place to effectively steer the work of the setting.

Highly effective and rigorous recruitment and employment systems are in place to ensure that children are fully protected. A very comprehensive induction programme is in place and new staff are strongly supported by senior staff during a six month probation period. Every member of staff completes the recently introduced self-evaluation record as part of the appraisal programme. This improves the overall planning of learning and development throughout the setting and identifies future training needs. Staff are highly qualified and continue to attend frequent training courses on subjects, such as outdoor play, creative play or behaviour management. This enables them to share their knowledge and experience with the whole staff team. There is a core staff team who have worked in the setting for many years and this provides a strong sense of stability and continuity for children and families. Staff all have a very clear understanding of roles and responsibilities and, subsequently, work well together as an enthusiastic and very happy team. They communicate very well with each other and they are encouraged to contribute and share ideas and information. Everyone has a very positive sense of worth because they feel extremely valued and fully involved in the whole organisation. This creates a very happy, friendly and supportive atmosphere for children and their families.

The nursery and out of school environment is very well organised. An ethos of flexibility and creativity throughout allows children to freely choose resources and make their own decisions to develop their independent learning. Children progress happily and confidently through the different age groups in the homely atmosphere where everyone knows each other very well. Transition programmes are carefully planned for everyone involved as children move on confidently and parents know what to expect. Effective use is made of local facilities and children enjoy many short walks or outings to places of interest. All required documentation is in place and effectively supports the care of children. Policies and procedures are carefully reviewed on a regular basis and a comprehensive file is readily available in each area to staff and parents. Further well-organised files provide useful information for parents on relevant subjects, such as road safety or contagious diseases. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection, the providers agreed to improve children's safety outdoors. All safety issues have been addressed to ensure that children are safe and secure when playing outdoors. The setting also agreed to develop the nursery's planning and assessment methods for children under three years. 'Birth to three matters' framework has been introduced for young children to improve the overall quality of play and learning.

At the last nursery education inspection, the setting agreed to further develop the planning system to clearly indicate how children's individual progress is recorded and identified from observation records. Observation and assessment systems have been reviewed and amended to improve the quality of nursery education.

### **Complaints since the last inspection**

Since the last inspection, 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 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.

## **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 good. 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**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the observation and assessment cycle to identify next steps for individual children to inform future planning and share with parents
- increase opportunities for parents to become actively involved in their child's developmental progress.

### **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](http://www.ofsted.gov.uk)