



## Crocus Early Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY258381
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Susan Elizabeth Warren
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<b>Registered person</b>	Crocus Early Years Centre Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Crocus Early Years Centre at Great Cornard is one of three nurseries run by Crocus Early Years Centre Limited. It opened in 2003 and operates from purpose-built, single-storey premises. It is situated in the grounds of a school campus in Great Cornard, Suffolk. A maximum of 50 children may attend the nursery at any one time.

The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 133 children aged from birth to under five years on roll. Of these, 52 children receive funding for early education. Children come from the local area and surrounding villages. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 17 members of staff. All staff hold appropriate early years qualifications and three are working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are actively encouraged to develop good habits, which contribute to a healthy lifestyle, whilst attending the setting. This begins in the baby room where excellent, well thought out procedures are followed to ensure children's good health. For example, surfaces are carefully cleaned before and after food is served and children sit in supportive, appropriately-sized chairs to eat their snacks and meals in comfort and safety. They have drinks from a suitable cup, either lidded or conventional according to their preference and stage of development. Babies who are bottle-fed are held closely and enjoy the experience as they are quietly spoken to by staff, maintaining eye contact and creating a relaxed and secure environment. Boiled water is offered between feeds to quench thirst; staff are very well aware of the importance and health benefits of offering babies frequent drinks.

Nappy-changing and toilet areas are effectively separated from main play areas, offering support and privacy for children at all stages of development, whether in nappies, potty training or fully independent. Procedures include the use of disposable gloves and aprons, and sealed sanitary disposal systems for waste and used nappies. Babies sleep according to their needs in individual cots in a separate room with subdued lighting, ambient soft music and a carefully managed cool temperature. Monitors are used and all sleeping infants are checked every few minutes to ensure they are comfortable and safe. A unique system for introducing new foods ensures that babies' weaning is safely and effectively managed. A check list is attached to the child's home link book detailing exactly what has been offered; no food is given until it is proven safe and with no negative effects, this is very reassuring for parents and promotes the good health of the youngest children in the setting.

Babies, as with all children in the nursery, are given opportunities for fresh air and exercise outside as often as possible; a range of buggies allows walks in the grounds of the adjacent school, and the secure, enclosed garden offers play opportunities with its safe and well-chosen equipment. In the playroom, exciting, safe low-level equipment promotes physical development as children confidently extend their skills on the steps and through the arches. Crawling babies are able to pull themselves to standing and cruise the furniture as they become keen to do so. The ball pool allows children to be active and stretch their limbs, jumping as well as throwing and catching with great glee.

Toddlers and pre-school children enjoy the same health and hygiene procedures, implemented by well-informed staff. They become independent in self-care, visiting the toilet and washing their hands following the appealing visual prompts placed by the hand basins. Liquid soap and disposable paper towels minimise any risk of spread of infection and children show that they understand how to keep themselves healthy by disposing of used towels and tissues in the lidded bins provided.

Children requiring first aid have their minor injuries attended to by trained and qualified first aiders, all staff undergo training and respond to children's needs appropriately. Similarly, children requiring medication have the time and dose recorded and all entries are signed by a parent or carer. Staff are very well aware of any child needing specific medication and have training to ensure they are competent in administering it. Parents are advised of exclusion periods for infectious conditions; any child becoming unwell at nursery is kept comfortable until they can be collected by a parent or carer.

Children enjoy excellent food and drink in accordance with their dietary and nutritional needs. Snacks include a good range of fresh fruit and vegetables, with bread and butter or similar energy-rich food, freshly prepared and served mid-morning and mid-afternoon. Children can have milk or water and are encouraged to help themselves to a drink at any time. Meals are healthy, nutritionally balanced, appetising and beautifully presented. Older children serve themselves, under supervision, and so have control over what and how much they eat. Quantities are generous, allowing for different appetites. Staff always sit alongside the children and eat with them, promoting good table manners and encouraging healthy eating habits. Meal times are relaxed and sociable and successfully recreate a homely atmosphere for children who may spend a whole day in nursery. Children's individual dietary and medical needs are very well known and an innovative system uses laminated photographs to identify any special diets, ensuring no child is given unsuitable foods.

Outside play is widely recognised as extremely beneficial and is actively promoted for all children. The excellently equipped outside play areas provide children with exciting and stimulating play and learning opportunities in the fresh air. In fact, staff are keen to encourage children to play out in all weathers, and appropriate protective clothing can be provided to allow children to explore puddles and mud when it rains, and enjoy the sunshine when it is warm.

Fixed climbing apparatus is sited on a safe, soft bark area, so accidents from falls are minimised. Hard surfaces allow children to ride and steer wheeled toys, developing spatial awareness and increasing control with movement skills. Digging and planting activities teach children about life cycles and growth, and they enjoy the fruits of their labours in the form of fruit and vegetables, flowers and plants. A full-scale building site is equally popular with girls and boys, equipped with real materials and tools, hard hats and overalls it allows children a unique opportunity to explore real-life construction, as children measure, hammer, saw and build with wood and bricks, weaving their imaginative stories through their play. Staff supervise unobtrusively, encouraging children and extending their skills whilst keeping an eye on safety.

Ramps and slopes contribute to the range of movements children are able to explore and develop, and sand and water play have a timeless appeal, with containers to fill and empty, move around and utilise imaginatively in their creative play. A child says she is watering the number eight, because that is her favourite number, and she knows that water makes things grow.

Children's fine motor development is extremely well provided for. They have a full range of manipulative materials and equipment from mark-making to programmable toys. They use shaving foam and gloop, dough and clay as well as part-cooked, dyed spaghetti to feel and manipulate, using their fingers and hand muscles. Puzzles and construction kits help small

hands become strong and adept at fine movements, as well as developing hand to eye co-ordination. Scissors, ink stamps and hole punches are available to allow children to begin to use tools for different purposes.

Babies are fascinated with the contents of the treasure baskets, which introduce them to real life objects with enticing textures and surfaces. This concept is followed through for the toddlers, who enjoy themed treasure baskets with, for example, little purses demonstrating various fastenings. This is complemented by some of the Montessori-inspired equipment which is very successfully used to give children the practical life experiences, for example, using zips, laces and poppers.

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

The provision is outstanding.

Children's safety and security is of paramount importance at the setting. A well-designed entry system allows visitors to enter the premises near to the main office, where they are greeted by the manager or a staff member. Only those who are invited in or who have access to the keypad code can access the main part of the nursery. The layout includes a central corridor which allows parents to deliver children to their rooms after stowing their belongings on named coat pegs located outside each room.

Every wall surface is effectively used to display information, photographs, notices and children's work, creating a highly visually appealing and interesting environment which allows parents and children to share the pleasure of looking at activities and events, and have fun spotting themselves and their friends. This creates a bond which helps children bridge the gap between nursery and home and acts as a useful way of informing parents about their child's activities. There is space for parents to leave car seats and buggies, safely out of the way and conveniently to hand at home time.

Folders containing policies, newsletters and all manner of useful, childcare related information are displayed and available to borrow or browse. A selection of books for children to borrow and share at home is a popular feature, well-used and continuing the love of books and stories promoted by the nursery curriculum. Most parents enjoy a chat with the manager as they pass through the entrance lobby, and are warmly greeted and welcomed. This is useful as a time to share information and helps build the warm and friendly relationships which are continued in the playrooms.

All aspects of safety are very well understood and addressed, and any maintenance issues are identified and promptly attended to. Fitted finger guards prevent any accidents with doors and visibility panels in all doors allow children to play safely, allowing doors to be opened without causing injury. Children practise regular fire drills so that they will know what to do in the event of an emergency evacuation; older children can walk to the mustering point via the clearly marked fire exits, whilst the evacuation cot safely transports non-mobile infants to a safe place using the slope outside their room door. Fire safety equipment is checked and certified regularly. Outings procedures are comprehensive and all outings and walks are recorded with details available for parents. Children have gentle reminders about how to keep themselves safe, for

example, when serving their lunch they are told to be careful of hot dishes, and when carrying equipment they are reminded to be careful.

Toys and equipment are of a notably high standard. Tables and chairs are sturdy and safe, and exactly tailored to children's varying ages and sizes. A scaled-down sofa allows babies to choose and enjoy a book sitting comfortably. Carpeted areas for circle times allow older children to sit on the floor in a group as they listen to a story or enjoy a singing session or interactive game with the feely bag. All toys and play equipment are accessible as they are in low-level, child-friendly storage units. Additionally, each child has a named drawer for their work and any letters for home. Children quickly learn where their own drawer is and put in anything they want to take home.

The rooms are made colourful and stimulating with children's work very attractively incorporated within well-presented displays. Excellent labelling using a uniform typeface demonstrates the use of print and adds interest to the displays. Questions and the use of various languages enriches the learning environment, making plenty of visual material to engage the children and inspire their imagination. Displays at low level include an interest table with growing plants, seasonal blossom, viewers and a microscope. Toddlers and pre-school children can freely access a superb range of mark-making materials to refine and practise their writing and 'office' skills. The rooms all have areas dedicated to messy play, with low sinks so children can take an active part in the cleaning and clearing up process, which they thoroughly enjoy doing.

Children's welfare is very highly regarded in terms of child protection. Staff have excellent, up to date knowledge of local procedures and access to information and support to help them monitor, and if necessary refer, any concerns appropriately. Training is included as an ongoing part of the nursery's development plan. Information is available for parents so that they are fully informed of the setting's approach and to empower them in their own right to ensure that children's welfare remains paramount.

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

The provision is outstanding.

Children clearly enjoy their days at the setting. They spend their time actively engaged in purposeful and challenging activities which help them feel settled and secure and make excellent all-round developmental progress. Staff sensitively settle new children who quickly bond with their key worker and make friends with the other children. They learn routines and develop the confidence to take an active part in their own care and learning, becoming independent and self-motivated. There is flexibility for children; parents are welcome to stay and help their child settle if they need further reassurance. A quick call during the day lets parents know how their child is and saves any anxiety.

Exceptionally warm and friendly relationships are developed between children and the staff who care for them. Babies are encouraged to express themselves and staff respond by mirroring and repeating sounds, promoting emergent language development. Children's varying styles of learning are respected and they are offered different ways to access activities. For example, a child who quietly observes a messy activity with shaving foam and paint happily dips her

hands in after most of the other children have left, and enjoys herself without any pressure to tidy up or move away.

Staff's extensive knowledge of the 'Birth to three matters' framework underpins and informs their care of children aged under three years and they have developed a child-centred system of planning including activities and play opportunities largely led by the children's own interests. Displays explain the framework to parents and the children's individual progress records reflect the areas of development, suggesting future learning. The profile forms a valuable link for when the child moves into the next room and paints a clear picture of achievement and learning, beautifully illustrated with many photographs and supporting text, describing the learning potential of each activity. These profiles will doubtless be treasured by parents as a record of their child's attendance at the nursery. Some examples of the imaginatively planned sensory experiences offered to the youngest children include using paint to make hand and foot prints, exploring coloured markers, jelly play, music and singing and observing the trees and weather on walks in the grounds.

The understanding of how children learn influences the provision of the excellent range of core activities from which children can choose at all times. For example, role play, a book corner, messy play and writing and construction kits are freely available, along with puzzles and small world play, mathematical equipment such as weighing scales and number lines. All allow children to explore freely and spend as long as they wish at an activity, developing perseverance and giving children the chance to refine their skills. Those who wish to play outside are able to access the full range of physical play equipment for movement and large muscle skills as well as explore concepts of weight and volume as they play with water, sand and earth. The whole nursery environment is seen as a potential learning resource and no opportunity to provide a colourful display or present some children's artwork is overlooked.

Nursery education.

The quality of teaching and learning is outstanding. Children aged three and over benefit from a full programme of activities based on the Foundation Stage and designed to help them make excellent progress through the stepping stones, towards the early learning goals. The sound knowledge base and secure understanding of child development ensures that children make exceptional progress; many achieve and exceed the goals and are working at a higher level in some areas of learning, for example areas of literacy and knowledge and understanding of the world.

The highly effective planning incorporates all the areas of learning and is flexible and differentiated to allow all children to be challenged and supported to work at their own pace. Key workers complete a meticulously detailed profile, including fully-recorded observations, and examples of the children's work, as well as the photographs which clearly show the children relishing activities and concentrating on their self-chosen tasks. Teaching styles are varied and never overly directive. Children enjoy maximum free choice which allows them to persevere and refine their skills and knowledge in a supportive but essentially child-centred environment.

The space is used imaginatively and fully to create a safe, practical and above all highly stimulating and vibrant learning environment. Everything the children need is to hand in

low-level units or shelves and they show confidence in self-selection and care of the equipment, putting things back when they have finished. Staff are effectively deployed to support children and allow the free-flow, indoor and outdoor play conducive to active learning.

Children's attitudes to learning are exceptionally positive. They spontaneously set up activities such as using the large blocks to create a construction following a pictorial representation of a bridge, or eagerly comparing the performance of two programmable 'bugs' as they move across the floor. When sitting for a story they demonstrate rapt attention as the practitioner engages their attention in a lively and interactive delivery, using a familiar green, furry creature to assist with the tale, to the children's obvious delight.

Children's behaviour shows concern and care for their peers, helping one another to find a special colour of pencil or taking turns on a favourite bike. They listen attentively and suggest how an activity might be developed, for example asking for the next colour of paint to mix with the shaving foam, noticing the changes and predicting what will happen as they enjoy mixing in the colours, demonstrating their excitement and involvement. Staff have high expectations for children's behaviour and they respond very positively to the consistent management, based on praise and encouragement and the development of self-reliance through experience. This creates the lively yet harmonious learning environment in which children flourish and grow.

Children needing additional help are extremely well supported by staff who have undergone training to make them aware of the range of special needs and how they can help children make optimum progress and reach their full potential. Individual education plans are created for children who need extra help to access the full range of facilities and activities; these are sensitively completed and reviewed on a regular basis with parents and contributions from any relevant outside professionals. The records show that children make measurable progress; all staff share the delight of significant achievements.

Children use their developing language skills to communicate with one another and the adults around them. They confidently talk about what they are doing: 'I'm making a house!' and ask for help when they need it, such as when grappling with a new computer programme. They extend their vocabulary through stories and informative books as well as text attached to displays, such as the flowers in coloured water, the growing bulbs and three dimensional hanging solar system. Children use writing for a wide variety of different purposes; free use of an exciting range of pens and coloured pencils along with paper and card inspires lists and greetings cards, name practise using their laminated name cards and drawing for fun, using shapes and lines to express their ideas. Many children can recognise their name and make very good attempts at writing it. Children learn to associate sounds with letters and some children enjoy using the Montessori-style word boxes to match a word to a miniature object, showing and developing their readiness for reading.

Problem-solving is built in to day-to-day activities, both indoors as children arrange the smooth, tactile wooden blocks in a pattern of their choice or find the correct shape to complete a design, and outside as they negotiate pathways for their wheelbarrows and buggies. They calculate how many are left by simple subtraction as they enjoy interactive number songs such as 'Five currant buns'. The building site presents wonderful opportunities to use standard and non-standard measure as they decide how to proceed with a construction. Children discover



concepts of weight and volume, using comparative language such as bigger, smaller, more and less as they freely play with scales and mathematical equipment, sand and water. They are able to put their knowledge to practical use in cooking activities. Shape and space is explored through the imaginative blocks and the construction kits for model making, as well as use of found and recycled materials. Children confidently recognise and order numerals and make number lines from the puzzles. They can tell if there are more boys or more girls, estimating before testing their predictions.

The excellent opportunities to investigate the outside area greatly enhance children's knowledge and understanding of both the natural and made world, extending their natural curiosity as learners. They eagerly hunt for minibeasts in the garden, observing them with magnifiers. One child excitedly reports finding 'a snail's house', she goes on: 'and the snail has moved to a new house so there's no one home!' The shell is carefully placed in a transparent container on the interest table for inquisitive others to examine. Children enjoy environmental walks around the local area where they look at building construction, listen for sounds and observe the changing seasons. Specimens collected are brought back for further discussion and examination, and can be incorporated into artwork and displays.

Information technology features in the daily life of children at the nursery. They use the digital camera alongside the practitioners, and their photographs are displayed in a folder for parents to see. The camera captures many activities and forms an important part of the children's developmental record, annotated with text to place the images in context. Children have a computer with a full range of fun, educational programs available to support all areas of learning and they show great competence in using this alone or with a partner. They see DVDs and use the appealing programmable bugs and cars, operating them with buttons and hand-held controls, broadening their skill level and experience of everyday technology.

Creative opportunities abound in all parts of the nursery. Children can explore colour and texture through occasionally guided but more often free art and craft activities. They paint and collage, print and model or simply enjoy the experience of using their hands to spread and mix paint and colours. Sensory opportunities are taken advantage of when the weather suggests an outdoor activity, such as using large quantities of colour on the hard playground and watching as the rain causes it to spread and flow. Children remark that the food 'smells lovely!' as they prepare for lunch. A 'sounds area' outside utilises various metal containers to strike and allow children to compose noisy music or simply enjoy the sounds they make.

Role play is spontaneous and unstructured as children decide to spend a session in the building site or take their babies to the park for a walk. The Chinese New Year display inspires children to dress up and explore new roles for themselves. A visiting illustrator proves immensely interesting and enthuses the staff and children alike, inspiring creative activities. Face painting is a popular activity and strategically placed mirrors allow children to assess the results critically. They use music to accompany drama and dance, exploring rhythm and pitch and finding ways to express their ideas and feelings. Staff interaction enhances the children's experiences as they use open questions to prompt the children to describe what they are doing or how it makes them feel, and by joining in to show that they value what the children are doing.

The atmosphere in the pre-school room is one of purposeful industry, with all children actively engaged and engrossed in their own choice of activity, freely moving on when they have exhausted their interest. They are able to reflect and take time to observe, or may be eager to move on to the next thing. All are happy to come together for a group time to mark the end of the session and wind down with some quiet, but by no means silent, story and song time.

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

The provision is outstanding.

Children feel a strong sense of belonging; their welfare and well-being is the utmost priority for all staff so children receive individually tailored care and education, based on knowledge of their likes, dislikes and home and family circumstances, and their stage of development. The home link books provide parents with an opportunity to comment and contribute with any relevant information about the child, and the key worker system is well established and effective in providing parents with a point of contact to ensure continuity of care. The prolific use of photographs in the corridors and rooms adds to children's sense of belonging as they can see themselves and their friends reflected and recollect past fun times. Policies and procedures are in place to ensure children are appropriately cared for, such as consent forms and details of emergency contacts; these are updated as required and regularly checked.

Children are introduced to ideas of diversity from the earliest days. Resources and displays reflect the celebrations and festivals marked throughout the year and any contributions from parents are integrated for the benefit of all the children, for example, some parents travelling to the Far East on business were able to provide superb lanterns and paper dragons to add to the Chinese New Year displays. Many languages are represented in the welcome posters, and in general labelling around the room. Any child attending with a home language other than English is made to feel at home and welcomed by the use of key vocabulary.

Children with additional needs are included in a positive way to ensure their needs are met and they can play an active part in all aspects of nursery life. Staff imaginatively adapt activities and allow extra time or provide resources as needed to assist the children in making a positive contribution alongside their peers. A recent staff initiative was to introduce all children in the nursery to Makaton sign language to enable them to communicate with children who use this form of communication. This is presented in a fun way and children respond positively, quickly learning the common signs as they use them in interactive songs.

Spiritual, moral, social and cultural development is fostered. Children begin to learn right from wrong and respect the agreed codes of conduct as they play and learn. Behaviour is exemplary as children are always engaged in worthwhile and stimulating play and learning activities, making choices and taking decisions for themselves. They are supported by enthusiastic and dedicated staff who skilfully know when to leave a child to solve an issue or when to step in and offer an idea or practical help. They understand when they need to take turns and wait for attention, for example, when the midday meal is being served, or when waiting for a change of clothes following a particularly messy time with paint.

Partnership with parents and carers is outstanding. Parents have access to all the information they need to form an effective partnership with their child's key worker and the other adults

involved in their child's care. The manager is on hand to greet every parent on arrival and deal with any day-to-day issues as well as offer useful information sources for specialist services and other childcare related matters. Folders and notice boards contain informative literature and tell parents about who is working in the rooms, activities and events and any health issues they need to be aware of. For busy working parents this is an invaluable resource as they may not easily access this information elsewhere. The benefit to the children is immense; their parents are fully informed about both 'Birth to three matters' and the Foundation Stage, so are able to contribute to their child's learning in meaningful ways.

Parents' comments and views are highly valued and their suggestions included in future plans when possible. As well as the informal daily discussions, there are three formal open sessions every year when parents can make an appointment to discuss their child's development in full and be involved in the next stages of learning. This may be by providing items for displays or topics or resources for use in modelling and creative activities.

## **Organisation**

The organisation is outstanding.

Children are cared for by adults who have undergone robust checking and vetting procedures to ensure their suitability to be in contact with children. The setting enjoys an exceptionally high level of qualified staff; all are qualified to at least a level two and most have a level three qualification or higher, exceeding minimum requirements and providing an extensive knowledge base from which the nursery operates. Training is ongoing and several staff are currently studying for further qualifications, supported by the management. All staff attend day courses and are trained in first aid and food hygiene. This highly professional approach has clear benefits for the children as new and innovative ideas are embraced and incorporated into the practice, keeping a fresh feel to the provision.

New staff are subject to a recruitment and induction programme, carefully monitored to ensure that they are fully conversant with all working practices and procedures to enable them to take an active part in the smooth operation of the nursery day. Appraisals are carried out at regular intervals. This follows a structured programme with input from the staff member and the nursery manager and indicates areas for professional development as well as celebrating strengths and achievements.

Staff demonstrate a commitment to organising the premises and resources for the benefit of the children, maximising the space and providing flexible spaces to accommodate children's varying needs for sleep and feeding as well as play and relaxation. Adult to child ratios are deliberately set above the required minimum and staff teams are very consistent; children see the same faces each day and are able to settle and form strong relationships easily. There have been very few staff changes since the nursery first opened, a testament to the loyalty and satisfaction expressed by staff, several of whom have returned after maternity leave with their babies happily attending whilst they work.

The nursery has achieved the highest possible award from the National Day Nurseries Association for best setting in the country. Staff are rightly extremely proud and delighted to have received the accolade, largely voted for by the parents of children who attend, and are determined to

maintain the excellent reputation as a centre with exceptionally good practice. The award enabled each room leader to choose a substantial piece of equipment to be used by the children, so every child benefits from the hard work and dedication evident in everything the staff do.

Children are supported by a full complement of paperwork and documentation produced and maintained to a consistently high standard, over and above the National Standards requirements. Documentation is kept centrally in the office with daily registers and other essential records kept to hand in the rooms. The policies and procedures are reviewed and updated as required and are seen to work in practice as all staff are familiar with and able to implement them to support and enhance the care of the children.

Leadership and management is outstanding. The nursery is founded on a clear vision which embraces a strong focus on the personal development and achievement of all children, achieved through the provision of a child-centred environment. The manager sets clear directions which lead to continuous improvement in the organisation and outcomes for children. The plans for future development are shared goals for all staff; for example, the proposed children's centre planned to be built adjoining the nursery will include scope to extend and improve the indoor and outdoor space. The nursery is very popular and all age groups are over-subscribed so extra places will reduce pressure on the waiting list by allowing more children to attend.

Motivation is very high and staff work in committed teams, with full support from senior workers and management. Full staff meetings are held frequently and always follow a format to include any important areas for discussion followed by a theme or focus with time for feeding back from any external courses attended. Additionally, staff hold meetings in their room teams to plan the next topics and activities for the children.

The provision is exceptionally well managed and monitored. The manager is a very experienced and highly qualified early years specialist and her extensive knowledge underpins the child-centred approach which incorporates many elements of the Montessori approach to early years education and child care. This reflects the company policy to offer the best practice from the wide range of educational theories and philosophies to meet the needs of today's children.

An appointed member of staff has responsibility for ensuring that equality of opportunity is promoted throughout the nursery, both amongst the staff and to enable the children to make progress by accessing resources and materials which promote their development and understanding of diversity. The management, from both the parent company as well as the individual nursery manager, and the practitioners are highly committed to promoting an inclusive environment in which every child matters. The manager plays an active role in monitoring the provision of education by participating in the rooms and observing the practice. The room leaders also monitor and evaluate the curriculum and activities to identify strengths and areas for improvement, and to see how new ideas and innovations work in practice.

Overall, children's needs are met.

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

Not applicable.

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