

# Polly's Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY153243
<b>Inspection date</b>	20 April 2007
<b>Inspector</b>	Linda Janet Witts
<b>Setting Address</b>	Gdynap Lane, Inchbrook, Stroud, Glos, GL5 5EZ
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<b>Registered person</b>	Polly's Day Nursery
<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?

Polly's Day Nursery is situated in a two-storey, detached building at Inchbrook, to the west of Stroud and close to the town of Nailsworth. It is privately owned and has been open since January 2002. Younger children play on the ground floor and the pre-school group on the first floor. There is a soft-play room, wet room and two enclosed outdoor-play areas with safety surfaces available to all children.

The nursery offers full day care for children from nine months to five years of age and is open from 08.00 to 18.00 on Monday to Friday, 51 weeks of the year. Polly's Day Nursery is registered to care for 54 children and serves both the local community and those from outside the immediate area. There are currently 126 children on roll, of whom 50 are funded three and four year olds. The nursery welcomes children with learning difficulties and disabilities and also those for whom English is an additional language.

There are 17 staff members working directly with the children. They are either qualified to, or working towards, level 3 child care qualifications. The majority of the staff have also received

first aid and child protection training. The nursery receives support from the Early Years Childcare Services, Foundation Stage Consultant and the Special Educational Needs Co-ordinator.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children thrive because staff carefully consider how best to promote children's healthy well-being. They actively ensure that they meet all aspects of children's health, nutritional and physical needs. All areas of the nursery are maintained to a high standard of cleanliness and staff follow very effective procedures that promote good hygiene. Children are protected when staff use cleaning products. Staff take care to store cleaning materials securely and always spray antibacterial spray onto a cloth to apply it to equipment, so as to avoid children inhaling the spray. Children gain an excellent understanding of the importance of good hygiene, from a very young age. Older children manage their personal care with confident independence. Photographic prompts in the toilet areas remind children of personal hygiene, including the sequence for washing their hands. Babies' hands are washed before they eat and toddlers are familiar with routine hand washing. Children learn about germs and their potential harm, because staff talk with children about germs and the importance of good hygiene. For example, a child laying the lunch table knocks an item of cutlery onto the floor. They are quickly reminded, by an adult, that it should be replaced with a clean one. The child agrees that the knife is now dirty and should be washed. Children see staff using antibacterial gel after they wipe children's noses and if a child manages this task for themselves they know to use a cleansing wipe to clean their hands. Older children are keen to help staff with cleaning tasks such as, wiping tables.

Babies and young children's comfort is ensured by the prompt response from staff to change soiled nappies. Nappy changing procedures effectively minimise the risk of cross-infection. Staff wear aprons and disposable gloves, wipe down changing equipment thoroughly after each use and dispose of nappies hygienically. Babies and toddlers are happy to be changed, as staff make it an enjoyable experience giving undivided attention. The under twos' room provides a well maintained play space for babies. Here staff are particularly aware of the need to protect this vulnerable age group from infection. Children play with toys and resources that are routinely cleaned, babies soothers are stored on named hooks to minimise the risk of cross-infection and baby feeds are prepared and stored hygienically.

Children are able to relax as they wish. There are comfortable areas within each of the children's base rooms. Babies and children under the age of three years follow their own sleep routines and sleep in the designated sleep room, off their play rooms. Older children tend to be too busy to sleep. Staff monitor sleeping babies regularly to ensure their safety. They use a plug-in baby monitor in addition to very regular visual checks.

Children's medical and dietary needs are discussed with parents and information disseminated to all staff involved in the children's care. This ensures that particular needs are fully taken into account. Highly effective procedures are implemented in relation to the administration of medication and staff receive training to administer intravenous medication, as required. Medication records are maintained and shared with parents. Any accidents are handled calmly and first aid administered by one of the many first aid trained staff. Any bumps to the head are monitored closely. Identification stickers are used to ensure that all staff are aware of the

need to keep a watchful eye on the child, so that any more serious symptoms are spotted quickly.

Children eat healthy nutritious meals and snacks. All meals incorporate fresh produce and the menu contains plenty of fresh fruit and vegetables. Examples of snacks offered are, naan and pitta bread, rice cakes, seasonal fruit, vegetables such as, celery, peppers and carrots, and dips. Children have control over their eating. They choose what they eat and how much they eat. Reluctant eaters receive gentle encouragement to try new foods. Menus are adapted to accommodate different dietary requirements. Different consistencies of food are provided for babies suited to their different stages of development. Children are also introduced to foods from around the world. Children regularly participate in cooking activities. They learn about where different food comes from and also have the opportunity to plant, tend, harvest and taste a range of vegetables. Children know about the foods that are good for them and talk about how eating good food will build muscles and give them energy. Even two-year-olds know that fruit is healthy. Children of all ages have easy access to named drinks, which accompany the children as they move to different areas of the nursery. Babies are offered drinks regularly and older children help themselves. This means that children develop independence in making decisions towards a healthy lifestyle. Three and four-year-olds learn from a dentist how to clean their teeth correctly and how to look after them.

Children of all ages greatly enjoy a broad range of outdoor play activities. They regularly go out each day to enjoy fresh air, physical play and a host of other exciting activities. The two outdoor play areas are cleverly designed to make the very best use of limited space. Children under the age of three years gain confidence in their physical skills and explore their increasing range of movements. Babies crawl around and pull themselves up on resources, strategically placed 'ballet' bars, and keenly take the offer of adult support to practise their early walking skills. Toddlers manoeuvre around the outdoor play space and play with rubber quoits, hoops and balls. They climb on and off rocking toys and operate them with body movement. They can crawl through tunnels and ride on wheeled toys. The two and three-year-olds demonstrate body control as they go about their play. Assault courses offer physical challenge for the young children. Pre-school children understand the value of fresh air and exercise. They also know about the effects of exercise on their bodies. Outdoors they run around, chasing one another, they roll and twist hoops, throw and kick balls with control and demonstrate climbing skills as they scale the nursery climbing wall.

Indoors, babies stretch and roll as they play on the floor mats. They pull themselves up and utilise furniture as support as they gain confidence in their walking skills. Older children manoeuvre around the nursery avoiding obstacles and showing respect for the personal space of others. They negotiate the stairs between the ground and first floor rooms and those that lead into one of the outdoor play areas. The soft play room offers opportunities for children of all ages to develop their physical skills. In here they climb between the different levels of the play structure; they swing, crawl, pull themselves up and climb the climbing netting, and slide gleefully into the ball pit. They also have plenty of opportunities to dance and do movement to music exercises.

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

The provision is outstanding.

High priority is given to children's safety as staff ensure the premises are secure and access to the provision is closely monitored. A close circuit television, security system is used to monitor visitors when staff are unable to attend the door in person. Risks of accidental injury to children

are minimised. This is because staff are extremely vigilant and use thorough risk assessments to reduce any potential hazard on the premises and for outings. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits, especially regarding children's outdoor play. They talk with children about keeping themselves safe and engage children in helping to maintain a safe play environment. All children join in tidying up and know where resources are stored. Regular fire drills familiarise children with fire evacuation procedures. Written fire procedures are prominently displayed and photographic sequences of children doing the expected procedure help children to be clear about what is expected. They also follow nursery rules to keep themselves safe within the nursery and when they go out for local walks. Visits from a road safety officer and fire fighters help children to learn about fire safety, how to travel safely in a car and to keep safe when walking near roads.

Children use an extensive range of high quality equipment that is appropriate to their ages and stages of development. The resources are stimulating and engage children, fully supporting their all-round development. Each group within the nursery, aged from nine months to under five years are able to safely access resources for themselves. Storage facilities ensure that even the youngest children can select resources for themselves.

The staff give top priority to safeguarding and promoting children's welfare. All staff have excellent knowledge and understanding of child protection issues. They are fully aware of the key role they play in safeguarding children. Staff attend regular child protection training and they all know procedures to follow should they have any concerns.

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

The provision is outstanding.

Children of all ages relish their time at the nursery. They receive extremely good support from all of the nursery's caring, enthusiastic staff. Each baby and child is nurtured in their play and learning, enabling them to meet their full potential. They are fully engaged in the exciting opportunities offered to them. They achieve well because practitioners are highly skilled and use their excellent understanding of early years frameworks, such as 'Birth to three matters', to provide high quality care and education. The various play spaces are used successfully to ensure equality of access for all care groups. The routines for each group are well thought through to provide consistency between home and nursery and to maximise play opportunities, to aid children's all-round development.

Babies and young children are offered an impressive range of rich and stimulating opportunities to investigate and explore their environment, both indoors and outdoors. Staff interact playfully with the babies and young children. They are attentive to the children's creative explorations, providing assistance in a way that does not disrupt their flow of thinking. Through unobtrusive support children are given the emotional security to experiment. Babies investigate natural and man-made resources which they discover. They can investigate the interesting contents of 'treasure baskets', help themselves to board books or activity toys. Children's favourite toys, are well-known by their carers, who enable children to use these as often as they wish. Babies and toddlers particularly like interactive toys that make noises and create anticipation and excitement waiting to see what happens as a result of pressing a button or for example, posting a ball into a chute. They use their senses to investigate objects and materials. They enjoy tactile experiences of investigating paint, shaving foam, water and edible matter. Babies and young children's early communication skills are extremely well supported through high quality, adult-child interactions. They are encouraged to babble and talk, by the caring and highly knowledgeable adults who are very interested in what the children say and ask excellent

questions to help them think. Babies and young children are encouraged to take an interest in their surroundings. They are given freedom to explore for themselves and guidance to aid their learning. For example, toddlers peer through the transparent window in the outdoor boundary structure. They vigorously turn a wooden steering wheel as they look out through the 'windscreen', watching the activity of workers and vehicles in the nearby trading estate. A helicopter flies overhead; children and their carers look up and wave enthusiastically as it passes and talk about what they see. Toddlers move around the outdoor play space stopping to feel the array of interesting features, incorporated within the exceptionally well-designed wooden boundary structure. They explore the smooth textures of inset pebbles, the roughness of rope, look through different coloured windows and explore their self-image in mirrors. They can ring bells and smell the scent of flowers in wall baskets. All of which stimulate children's different senses.

Two and young three-year-olds enjoy a broad and varied range of activities. The activities are successfully planned to promote children's individual development. Children busily engage in their self-chosen activities but are also keen to join in group and adult-led activities. For example, they join in counting and singing activities doing accompanied actions; they listen intently to stories, ask questions about what they see in illustrations and some are keen to take the role of story reader. They play alongside one another in the home corner and like to involve adults in their imaginative play, which is mostly based on their own first-hand experiences. They have plenty of creative play opportunities, experimenting with paint and combining materials. Recycled materials offer children opportunities to use their imagination in their use and to design and build with their own ideas. For example, a cardboard box creates a fun boat, that becomes more realistic as a child rocks it from side to side. The children's play environment offers stimulating exploration. Two-year-olds are keen to look at tadpoles and talk about how they will grow into frogs. They see the growth of seeds they plant and take interest in the natural world, observing, carefully feeling plant leaves and being involved in their care.

## Nursery Education

The quality of teaching and learning is outstanding. Children are highly motivated because of the extremely good teaching from staff. All children are enthusiastic as they go about their play. They are interested in the extensive range of rich, varied and imaginative experiences offered. Staff make sure activities are planned to ensure all individual children are challenged in their development. They recognise the importance of giving children time to practise their newly acquired skills and to develop good levels of concentration and perseverance. Staff utilise every possible opportunity to promote children's learning. They instinctively ask children questions pitched at the right level so children are challenged to think, and they introduce children to mathematical ideas and offer problems to solve. They embrace ideas from children and build upon children's interests when planning. Skilful use of assessment by key carers and information sharing between staff, ensures that future plans build upon what children already know and can do. Plans are made giving excellent attention to all six areas of children's learning, within the Foundation Stage curriculum. There are currently no children attending with learning difficulties or disabilities, or those for whom English is an additional language. However, the leader and her staff demonstrate very good awareness of how they can ensure all children are fully included and supported. The indoor and outdoor play environments are treated as one whole learning environment and children are able to choose where they wish to play. Staff acknowledge that for some children the outdoor environment represents the best learning environment for them. Children are able to access resources for themselves so are able to extend pre-planned activities, using their own ideas. The pre-school environment offers a stimulating attractive environment that utilises available space fully. Within the room there are designated

areas for music, graphics, plants, book corner, computer and maths areas. Each area offers a host of resources that stimulate children's ideas and exploration. Photographic displays, posters, and labels are used effectively. All areas of the curriculum feature within the outdoor environment. Here children can read, undertake gardening, including helping themselves to water from the low level tap, physical play opportunities, mark making with water and brushes, chalking, or 'writing' lists or letters using materials provided in the play house. There is an accessible range of imaginative play resources available for use and staff are happy to allow children to bring additional resources outside as they wish. Children's progress from the time of starting at the nursery is excellent. Their progress across all areas of learning is outstanding.

Children demonstrate confident communication skills. They already have large vocabularies and use spoken language to express themselves, clearly, with confidence. They use language to share ideas, ask questions, talk through activities and recall past experiences. They often initiate conversation with their peers, staff and even unfamiliar adults. Children are introduced to new words to extend their vocabulary. Children greatly enjoy books and join in enthusiastically with group stories. They talk about what they see in book illustrations and link stories to their own experiences. The attractive and cosy book area is well used and children often look at books for their own enjoyment. Children know the name given for story writers and those who illustrate the books. They are also aware that books can be a source of information. Children work with staff to create books that tell the stories of their nursery experiences. These photo-books cover topics such as, 'All about me', 'Fire-fighter visit', 'Baby visit', 'We saw a JCB truck', 'Cycle-path adventure', 'Exploring clocks' and 'Exploring bee-hives'. Children like to look at these and recall the stories from memory. Children enjoy rhyming songs and stories and many are able to make the links between sounds and letters. For example, they know that beetles, bugs and butterflies begin with the letter 'B'. Children see print used for different purposes. They see signs and labels indoors and outdoors. They can recognise their own names and those of other children. Children can freely access writing materials and 'write', as they wish. Some are able to write their names unaided.

Children are mathematically aware. They show confidence in counting and number recognition. They sort and compare groups of objects. They recognise similarities and differences when working with numbers, shapes, space and measures. They see numbers as labels on wall charts and can see and handle numerals displayed on eye-level number lines. Children use positional language and can find objects with directional clues. They see examples of shapes, including 3D shapes they can handle. They talk about shapes of everyday objects and select objects by shape for a task. For example, a child selects bricks of the same size and shape to build a tower. During a construction activity two children discuss the sizes of bricks they require for their planned castle. One says "we're making a castle, we need two sets. This one is really heavy", demonstrating awareness of quantity and weight. Practical activities provide children with opportunities to problem solve and calculate by combining objects, sorting and sharing out. They use measuring devices and know the purpose of calculators.

Children eagerly investigate many interesting objects and materials. The pre-school room is full of resources to promote exploration and staff are on hand to further develop children's natural curiosity. There are fish, tadpoles and African land snails for children to observe and look after. Children learn about the natural environment. They do gardening and gain an awareness of time as they plant seeds and bulbs and wait for them to grow. They have planting areas both indoors and outdoors. Here they grow a range of flowers, fruit and vegetables. Once ripe children harvest their produce and prepare them for tasting. They learn to care for the environment and even have visits from people such as, a professional gardener to extend their awareness. Children have very good opportunities to explore the local natural environment.

For example, their 'cycle-path' adventures enable children to look for wildlife, mini-beasts and to take an interest in different trees and flora. Children show high levels of curiosity, showing great interest in the lives and work of others. They are keen to share experiences with their peers and visitors to the nursery are warmly welcomed. Children do not hesitate to ask questions to learn more about unfamiliar people. Children benefit from visitors such as a vet, dentist, mum and baby. They learn about the people's roles in the community and can then act out this using realistic role-play props. For example, a vet's practice is set up. Props available include a pet carrier, soft-toy animals, syringes, bandages, latex gloves and masks, leaflets, posters and an appointment chart. They learn about different countries through planned activities and are involved in fund-raising to support a child in Uganda and those less fortunate than themselves. Children build and construct using their own design ideas, on small and large-scale. They sometimes work in self-chosen teams to create complex structures. They discuss their plans, allocate individual tasks, working co-operatively. Children freely use a computer positioned at child level. They operate it successfully, unaided and are able to complete simple programmes. Children take photographs using a digital camera and can operate other simple equipment themselves. They become engrossed in activities that help them to discover how things work. For example, taking apart a clock.

Children develop their physical skills well. As well as being proficient movers they skilfully manipulate small objects. Many manage the fastenings on their clothes and shoes, manipulate jigsaw pieces and use writing implements, paint brushes and scissors with control. They transfer materials such as, water, steadily as they water plants outdoors and fill the water tray with buckets of water collected from the tap. They mix food mixtures vigorously, as part of cooking activities and carefully use cutlery.

The children are very imaginative. They enjoy role-play using themed resources, for example, in the staged veterinary practice and Chinese take-away. They also use the outdoor play house in innovative ways. They dress up and take on roles linking up with others engaged in the same theme. Much of their imaginative play is based on their own first-hand experiences. Children have good opportunities to enjoy singing activities and explore sounds with musical instruments. For example, they participate in the 'Mr Bear' game, where, as the bear, they guess the instrument played by one of their peers, by the sound made. They paint, draw and combine materials, samples of which, adorn the walls of the pre-school room, and are used in their 'My learning journey' folders. They participate in a varied range of activities where they can use their senses and express their feelings.

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

The provision is outstanding.

The nursery environment has an extremely warm and welcoming feel to it. A happy atmosphere, buzz of activity, smiling faces of children and staff fill the nursery. Here all children are highly valued as individuals and fully included within the nursery. Children, their parents and visitors are greeted upon arrival, by staff, who actively seek to ensure that everyone who attends the nursery feels comfortable and has good experiences. Staff quickly learn about individual children's needs sourcing information from parents and any professionals involved in the children's care. This ensures that children receive appropriate support to enable them to settle. Each child is respected, as is their family and cultural background.

Spiritual, moral, social and cultural development is fostered. Children's progress in personal, social and emotional development is excellent. Children develop independence from an early age. By the time they arrive in the pre-school group they are self-assured and very independent.



They learn to respect one another. They play within an environment where respect of differences can be seen to be valued. This is evident within wall displays, posters, print in different languages and positive images of gender, ethnicity, religion and disability. Photo-books of the children's families are popular 'reads' for inquisitive children. Each child contributes to the books and in this way is further valued. Themed activities introduce children to different cultures. For example, they celebrate different religious festivals, play musical instruments native of different countries, such as an Australian didgeridoo. They play games such as 'Around the World' and complete puzzles reflective of different countries. Children learn to help one another. They are kind and considerate, share and take-turns. Through fund-raising events they help others in the local and wider community. For example, children make cakes and biscuits to sell them to parents, as part of the Children in Need event. Children relate happily to the adults and approach them confidently. They have excellent opportunities to enjoy play with other children. They play well alongside one another and link up with others, as they wish, as they participate in activities of their choosing. Children learn to be polite and behave well as staff enhance their skilful management of behaviour with frequent, sincere praise and consistent encouragement. Children wait patiently and sit quietly. They enjoy time when they can relax and take time to think.

Children with learning difficulties and disabilities are welcomed. The nursery has an experienced and well-trained special educational needs co-ordinator who knows the importance of working in partnership with parents and any professionals involved in a child's care. Individual education plans are implemented, as appropriate.

Partnership with parents is outstanding. The nursery owners advocate working with parents to support children's learning. Parents of children in receipt of funding for nursery education are helped to understand about the Foundation Stage of learning and how the activities planned help children to develop. They receive very informative written and verbal information about the curriculum. They are also encouraged to talk to staff, as they wish. Daily, parents are informed about their children's activity. Assessment records are maintained well and staff routinely go through these with parents at parents' evening or at a time convenient to parents. They also produce 'My Learning Journey' that is compiled during children's stay at the nursery. This clearly shows parents the progress of their children's learning. It contains samples of work and annotated photographs, that identify children's learning, linked to the Birth to three framework, aspects and components, and the developmental stepping stones of the Foundation Stage curriculum. Parents are encouraged to contribute by adding comments to their children's progress records. Children are cared for in accordance with their parents' wishes and there are highly effective procedures for parents and staff to exchange information so there is continuity of care between home and the nursery. Parents know that they can speak with staff and share any concerns. They speak very highly of all aspects of the provision. There is a clear complaints procedure and a system to record any complaints, should any be received. Newsletters keep parents informed of forthcoming activity themes and matters of interest, such as, when staff will be away on holiday. Regular feedback is sought from parents. Information obtained from parent questionnaires is collated and used as part of the system for monitoring the effectiveness of the provision. All policies and procedures are available to parents. They receive 'potted policies' as part of their parent pack. This is a précis of key policies that they can keep for future reference.

## **Organisation**

The organisation is outstanding.

The nursery is exceptionally well organised and has a clear ethos that children's care must be of the highest standard and that children's happiness, sense of belonging and being valued,

must be of paramount importance. They make a promise to parents and children that they will ensure children are 'safe', 'loved', 'laughing', 'learning' and that parents will receive 'feedback'. Excellent use is made of the highly qualified and experienced staff who work exceedingly well together as a team. They are all committed to their own personal development and enthusiastically undertake all training offered that will enhance their care of children. They each have a clear understanding of their individual roles and responsibilities and offer support to one another instinctively. Children benefit greatly from the caring attributes of their carers. The nursery meets the needs of the range of children for whom it provides.

Leadership and management are outstanding. Clear, visionary aims are achieved in practice as the owners work closely with all staff and together are highly committed to continuous improvement and professional development. They routinely reflect upon their practice and evaluate their provision for children's care and education. This has a very positive impact on children's progress. Staff have allocated time to collate their assessment findings of children's progress, to plan and evaluate activities. This ensures that when working with the children they give uncompromised attention to their care and learning. The owners and manager work closely with those delivering the different learning frameworks, closely monitoring the effectiveness of what is offered. The owners, manager and group leaders together motivate staff, who in turn ensure that children are always enthused to learn. Staff commitment to the enhancement of children's experiences, partnership with parents and embracing training opportunities, is highly valued by the nursery owners.

The pre-school leader has developed good relationships with many of the primary schools that children will transfer to. School teaching staff are welcomed into the nursery and information shared with parents' agreement, to aid children's smooth transition into school.

The nursery premises are extremely well organised. All areas within the nursery are attractive and welcoming with high quality displays of photographs, children's work, plants and interest tables. Indoor and outdoor spaces are laid out to maximise play opportunities with easily accessible resources for children of all ages to choose. There are two outdoor play spaces, each creatively designed to embrace the wealth of play potential. Ample, high quality toys, furniture and equipment provide an exciting, well-balanced range of activities to support all areas of the children's development. Groups follow routines that work well and are familiar to the children. Careful planning utilises the use of the soft play room and wet room to ensure that all children have the opportunity to enjoy the play experiences the rooms provide, without periods of waiting for other groups to vacate them. A high ratio of adults work with the children and extremely effective use is made of frequent one-to-one care.

All legally required documents that contribute to children's health, safety and wellbeing are clear and detailed. The nursery's operational plan is efficient and effective. Policies and procedures are reflective of the practice within the nursery. Records are accurately maintained and stored confidentially.

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

At the last inspection it was recommended that the group ensure planned activities and play include sufficient time for free-play opportunities. It was also recommended that they develop staff awareness of a variety of behaviour management strategies to assist them in supporting all children appropriately. A third recommendation was made, to develop the planning, to provide a more specific focus for extension activities and more opportunities for free

construction, using self chosen materials to assist the staff meeting the children's individual needs more effectively.

The nursery owners have been proactive in their response to the recommendations made. They have worked closely with staff to address each of them. Staff have completed training in behaviour management and practice is based on age-appropriate strategies, with a positive focus. As a result, children learn about the behavioural expectations within the nursery. They are well-behaved and their good behaviour is valued highly by staff. This fosters children's self-esteem. The nursery team have reviewed the way they plan and use time. Each children's group is now supported by careful planning to promote individual learning and routines implemented now successfully use available time well. Children have plenty of free-play opportunities, including construction activities. More able children are suitably challenged by extension activities.

### **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 action 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)