

# Leapfrog Day Nursery - Evesham

Inspection report for early years provision

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<b>Unique Reference Number</b>	205243
<b>Inspection date</b>	26 April 2007
<b>Inspector</b>	Sally Wride
<b>Setting Address</b>	Charity Crescent, Four Pools, Evesham, Worcs, WR11 2UT
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<b>Registered person</b>	Leapfrog Day Nurseries (Trading) Ltd
<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 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?

Leapfrog Day Nursery opened in 1998. It is part of a chain of 120 nurseries owned by the company across the country. It operates from purpose built premises on an estate at the edge of Evesham. The nursery is divided into base rooms for babies, toddlers and pre-school children, each with its own toilets or changing stations. The nursery serves the local area and surrounding villages. Each area has its own enclosed outdoor play space.

A maximum of 110 children may attend at any one time. There are currently 146 children from 3 months to 4 years on roll. This includes 48 funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:00 until 19:00. Sessional times are also available.

There are 15 full-time and 11 part-time members of staff who work with the children. Of these, 14 have early years qualifications to National Vocational Qualification level 2 or 3. In addition,

three members of staff are currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from good procedures throughout the nursery that help them to develop an understanding of the importance of leading a healthy lifestyle. Children are able to access a 'stretch and grow' or 'wobblers' session each week, dependent upon their age, which introduces them to healthy eating and the importance of taking regular exercise. Many older children are able to explain that they eat fresh fruit and vegetables to help them grow 'big and strong'. Throughout the nursery, children of all ages have regular access to the outdoor environment and fresh air. They develop and extend their physical skills using a range of equipment, including indoor toys that they are able to take outdoors. Effective health and hygiene procedures are in place and help to prevent the risk of cross infection. Staff consistently wear disposable gloves and aprons for nappy changing and for the preparation of food. Toys and equipment are frequently cleaned to ensure that they remain hygienic for the children to use. Children's understanding of good hygiene practice is developed as they wash their hands at appropriate times, using good quality hand washing resources and facilities. Older children are able to explain that they wash their hands to 'keep them clean' and to 'wash away the germs'. Their care environment is clean and well maintained. New carpets have recently been fitted and the setting is due to undergo a refurbishment in the near future.

Effective procedures are in place for if children become ill whilst in attendance at the setting. Staff have access to information about advised minimum exclusion times, which they openly share with parents. A well stocked first aid box is available and all of the required health documentation is in place and well maintained. Children's individual needs are met because they have appropriate arrangements for rest, relaxation and sleep. Each child is provided with their own bed linen that is frequently washed. The daily routine and activities provided are tailored to meet individual children's needs and rest patterns. Special toys and comfort objects are kept close by to ensure that children feel emotionally secure during their time at the setting.

Children enjoy healthy and well balanced meals and snacks throughout the day. Meals are freshly prepared from fresh produce onsite each day by the nursery chef, who like staff, is well aware of children's individual dietary needs, requirements and preferences. This is achieved through consultation and close partnership working with parents. Mealtimes are generally sociable occasions, however, at times they lack effective organisation. Babies are often kept waiting for their meals and become fractious. Older children do not always have appropriate cutlery to serve themselves or eat their meals, which does not support their social development or prevent the risk of cross infection. Menus are displayed for parents' attention and are regularly reviewed and updated to ensure that children are offered variety and choice. Fresh drinking water is readily available and drinks are offered throughout the day. This ensures that children are well hydrated during their time at the setting.

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

The provision is good.

Children benefit from an environment that is bright and cheerful. It is clean and well maintained and decorated with a vast range of posters, photographs and children's art work. They have

plenty of space for free movement, well spread out activities and also for rest and quiet times. There is plenty of storage space for the vast range of good quality toys and equipment available. These are very well organised to allow children to make independent decisions about how they would like to spend their time. All toys, resources and equipment are safety checked each time that they are used and are regularly cleaned to ensure that they remain hygienic for the children. The outdoor environment is safe and secure and sectioned into three different areas for children to play, according to their age and stage of development. This ensures that younger children are well protected from older children who are more physically active.

Children's care environment is safe and secure. Parents are provided with a key fob to enable them to gain entry into the foyer of the nursery. They ring a doorbell sited on a secure internal door to alert staff of their presence in order to gain access to areas in which the children are cared for. No unauthorised person is able to gain entry to the setting. Detailed written risk assessments ensure that all hazards have been identified and minimised. Staff complete visual checks throughout the course of the day to ensure that the care environment remains free from hazards. Children's understanding of how to keep themselves safe is developed through activities and discussion. They develop an understanding of road safety when they go out for short walks and use the 'stop, look and listen' technique when they cross the road. Staff remind the children of safe practice, such as walking sensibly with scissors and sitting well on chairs. Regular fire evacuation practises ensure that children develop an understanding of the action that they should take in the event of an emergency. Well resourced evacuation packs are held on site to ensure that children can be cared for appropriately in the event of an emergency.

There are good procedures in place for outings and all children are able to experience a day out during the course of the year. They visit places of interest such as local farm parks, countryside centres and the theatre to watch a pantomime. Ratios are increased to ensure that children are well supported and risk assessments are conducted to ensure that risks are identified and minimised. Children's welfare is safeguarded through effective child protection policies and procedures, which are openly shared with parents. All staff have a clear understanding of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care.

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

The provision is outstanding.

Throughout the nursery, children are happy and settled and enjoy their time in the company of their peers and trusted staff. The excellent organisation of equipment allows children to make free and easy self selections from a wonderful range of toys and resources. As a result, children are well occupied and involved in their play. Children are very interested and consistently involved in a wide range of imaginative and worthwhile play opportunities both inside and outdoors, which promote their emotional, physical, social and intellectual development.

Babies and younger children attending the nursery benefit from the thorough and excellent implementation of the 'Birth to three matters' framework. Staff plan and provide a range of interesting and worthwhile play opportunities that encourage all areas of learning and development. Observations of children and evaluations of planned activities are used to ensure that children are helped to move forward in their learning and development. Babies enjoy lots of warm comfort and cuddles from staff, who sit with them and engage in their play. They have plenty of space to roll, move and develop their crawling skills. They are supported as they start to walk, by staff who hold them and provide them with baby walkers. The youngest children in attendance sit in cushioned rings exploring mobiles hanging from baby gyms. They laugh

and giggle as they shake rattles and explore through their senses as they play with resources produced from natural materials. They use a range of musical instruments, experimenting with the sounds that they can make. Staff sit with the children and engage in their play. They offer warm comfort and cuddles which ensures that the children feel emotionally secure. They dress up using a range of resources and are delighted when staff comment how super they look in hats or when carrying around glittery handbags. Staff openly converse with children which ensures that they know they are important and valued. They get down to the child's level to establish and maintain contact.

Toddlers enjoy a wealth of sensory activities which encourage their learning through sensory stimulation. They engage in spaghetti play and explore the sensation of gritty glitter. They demonstrate their developing confidence as they ask a member of staff to put an apron on them so that they can play with the water in the water tray. They pour water from one container to another, completely absorbed, as they develop early concepts of volume. Their group play is facilitated very well by staff as they sit amongst the children, for example, when children work together to complete jigsaw puzzles. They ask the children questions about the pictures on the puzzles and input ideas about how to make the puzzle pieces fit together. Through the encouragement of conversation, children's early language skills are developed. They engage in small world play using their imaginations with role play resources, either playing quietly alone or with a small group of friends. Children are able to independently initiate their own creative learning as the painting easel is freely available. Younger children enjoy regular opportunities to play outside each day. They benefit from being able to take their indoor toys outside with them, which also ensures that their interests and learning opportunities are not interrupted as a result of this time outdoors. They are learning about growth as they plant and tend to sunflower and carrot seeds, watching them with interest as they grow. The outdoor learning environment creates many spontaneous learning opportunities. For example, children are keen to talk about insects that they can see and are careful not to squash them. They see aeroplanes in the sky and wave excitedly at them. They engage in action rhymes and songs, such as 'row, row, row the boat' and 'if you're happy and you know it'. They enjoy role play and use their imaginations to take their dolls for walks in their pushchairs and dress them up in clothes.

#### Nursery Education:

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage curriculum, stepping stones and early learning goals. As a result, planned activities are of excellent quality, are well thought out and successfully help children to make clear links in their learning. Detailed long, medium and short term plans ensure that all six areas of learning are given equal emphasis. Planned activities are consistently inspiring, broad and balanced and provide children with challenge in all six areas of learning. All activities are based on the needs of each individual child and are carefully considered to ensure that children are provided with plenty of opportunities to consolidate and extend their learning. This is achieved through rigorous and effective observation and assessment procedures, which inform staff of key areas of focus for individual children. Staff are highly motivated and enthusiastic in their delivery of the Foundation Stage curriculum. This has a highly positive affect on children, who are motivated to learn and eagerly engage in the activities and play opportunities on offer. The daily routine is flexibly applied to ensure that all children are able to follow their own interests and have time to complete their chosen activity. The staff help children to consolidate and extend their learning through their involvement and interaction in their play. They ask them open-ended questions to encourage their thinking and work with children to develop new ideas as they play. Children are extremely positive and become absorbed in their activity. This has a positive effect on their behaviour and behavioural issues very rarely arise. If they do, staff are

close at hand to support children and work with them to develop strategies to resolve their own conflicts, for example, discussing with children the importance of sharing and taking turns when using the computer. This develops children's understanding of right from wrong and helps them to understand rules, boundaries and consideration of others.

Children display high levels of enthusiasm and involvement in their play. They approach activities with a positive approach to learning and eagerly participate in the range of worthwhile activities and play opportunities on offer. They are very well occupied and absorbed in their play, which in turn has a positive impact on their behaviour. Their independence is fostered as they make decisions about what they would like to play with and how they would like to spend their time. They choose to work alone, in small or larger groups and actively seek both the staff and their peers to share their experiences. They display high levels of confidence and happily carry their toys from one area of the room to another to continue their play whilst being near to their friends engaged in another activity. They manage their own toileting and self-care needs very well and benefit from the opportunity of being able to take 'real' responsibility when helping the staff to clean the tables and sweep up spilt sand. Throughout the day children receive warm praise and encouragement for their efforts and achievements and often receive reward stickers. This delights the children who proudly show their stickers to their friends. Children are well settled in their care environment and with trusted staff. They show care and concern for their peers and often cuddle each other as a means of expressing their affection. They confidently talk within their familiar groups, showing off the pictures on their socks and talking around the snack table about activities that they have enjoyed during the session or at home with their families. They are keen to involve their friends in their play, for example, one child said 'come and play with me on the bikes' as he whizzed past his friends in the playground.

Children enjoy books and often choose to sit quietly either alone or with a small group of children to enjoy a story. Staff are enthusiastic in their delivery of stories and as a result children listen and concentrate well. They confidently ask staff to put on a story tape for them and benefit from staff who are quick to respond to their requests. When listening to a story tape, children take responsibility and work together to decide which story they would like to listen to. Children flock to the activity and listen with interest. Staff work with the children to develop the story into a discussion point. They ask the children questions to encourage their thinking, such as, 'what is happening in the picture?' and 'what might happen next?'. Children respond very well, for example, one child explained 'they lived happily ever after' at the end of the story of Cinderella. They handle books very well and talk about the pictures that they can see on the pages. They communicate very well with the staff and their peers. They are developing an understanding of taking turns in conversation and listen with interest as they converse with each other. They are confident to talk within their familiar group, sharing their experiences and asking questions. They have frequent opportunities to practise their writing skills and many of the older children are able to write their names independently. Their writing skills are furthered developed as staff write words for them to copy, for example, 'mummy'. They use chalks in the playground to write for their own purpose and often ascribe meanings to their marks, for example, one child explained 'I've drawn a car'. They talk about letters and the sounds that they make and many spell out letters as they write their names. For example, one child explained 'mine starts with H' as he wrote his name on his picture. They join in with familiar rhymes and songs, acting out the associated actions with enjoyment. Excellent use of puppets engage children in activities. 'Jamie' engages children during circle time activities, whilst 'Ruby' signifies story time. When the children see the puppets they immediately recognise the activity that they relate to. The puppets ask the children questions and they respond with excitement.

Children benefit from seeing numbers displayed around their base room. Their interest in numbers and counting is fostered as staff thread mathematical understanding into all activities, for example, counting the number of children present, cups and plates and objects that they are playing with. Children also independently initiate their own mathematical learning. For example, when playing outside two children sat together to enjoy a game of dominos. They took it in turns to imaginatively take on the role of 'teacher', asking each other questions about the numbers on each domino and asking each other to add up all of the spots. This demonstrates a developing understanding of simple addition skills. One of the children recognises that her friend had counted five spots when there were actually six. She explained 'you've missed one'. They laughed and had a great time and one child said 'I'm very good at counting'. Their achievements were noticed by staff, who warmly praised the children, developing their self esteem. Children enjoy many number rhymes and songs. These include acting out the associated actions, for example, children acting as a current bun being bought by another child. They recount the number of buns left when one has been bought which develops their understanding of simple subtractions. Children learn about shapes as they colour in shape templates. They are able to name shapes that they are colouring and the colour of the crayons that they are using. For example, 'I'm doing a triangle and using lots of colours, red, blue and yellow'. They build with a range of construction materials and use jigsaw puzzles to slot items together. They have regular access to sand and water play and develop their understanding of volume and capacity as they pour from one container to another.

Children use their senses to explore the sensations of soil. They use tools such as rakes, spades and buckets to create patterns in the soil such as roadways. They use small world cars and diggers to create journeys around the roads that they have made, with many children making associated engine noises. In their outdoor environment, children use water to paint slabs and wooden fences. They notice the effect that the water has on the materials, commenting 'the colour is darker'. They use scissors as tools to cut for their own purpose and also to develop their fine motor control as they cut along zig zag and wiggly lines. Children have free access to age-appropriate programmes on the computer. They develop their mouse control as they use paint programmes and understand that when they press a button, something happens. In addition, they have regular use of table top computers. They enjoy exploring a box full of interesting objects, such as magnifying glasses and magnets of different strengths. They use these to experiment, observe and find out through their play. A well resourced interest table introduces children to artefacts from other countries and books about the world in which they live. They access this with interest and as a result develop an understanding of diversity within society.

Children have an excellent understanding of colours. They talk about the colours that they can see, for example, 'mine is a blue car', and benefit from specific activities that develop their understanding further. These include using different shades of a colour for painting purposes and exploring what happens when two colours are mixed together. One child explained 'red and yellow make orange' as she recalled a previous activity. Children have excellent access to a well resourced arts trolley. This ensures that they are able to independently initiate their own creative learning, which they do so with excitement. They freely draw, colour and paint both indoors and outside. They enthusiastically engage in actions rhymes and songs, such as 'Five current buns' and 'Heads, shoulders, knees and toes'. A very well resourced role play area is a popular choice with children. They use their imaginations, either alone or in small groups to act out different roles. They use a range of props such as kitchen resources and dressing up clothes. Their imaginations are encouraged by staff who ask them to act out animal actions and noises, for example, creeping to the door like tigers.

Children enjoy excellent opportunities to engage in physical play. They have frequent access to the outdoor area each day and benefit greatly from access to the fresh air. They use a range of sports equipment such as balls, bats and hoops to develop their skills. They pedal bikes and trikes and have great fun riding around the playground. They successfully avoid obstacles and negotiate space very well. They climb up and slide down the large climbing frame and play playground games such as chase with both their peers and the staff. The outdoor environment is well thought out to provide children with opportunities to make links with other areas of their learning. This is achieved through a range of toys and resources being accessible to children outdoors, for example, painting, dominos, soil and books. They have a developing understanding of the effects of exercise on their bodies, for example, one child said 'I'm driving along and you're running. That's why you are out of breath'. Their understanding of healthy eating and the benefits of leading a healthy lifestyle is developed through a 'Stretch and grow' class that is provided onsite through an external company. During this class they learn about language associated with movement, test and develop what their bodies can do and talk about healthy and less healthy foods. Children are able to access a ballet class and a music session one afternoon per week, at an additional cost to parents.

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

The provision is outstanding.

Throughout the setting children are valued and respected as individuals and benefit from staff who know them well and tailor care to meet their individual needs. Their care environment is enriched with images that portray positive images of diversity. A wealth of toys and equipment is readily accessible to children in everyday play situations to support and encourage their appreciation of the world in which they live. They have frequent opportunities to engage in well planned cultural activities and events, such as Diwali and Chinese New Year. This helps children to develop an understanding of the wider world. There are excellent procedures in place to identify and support children with learning difficulties and/or disabilities. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop their full potential. Well detailed individual education plans are produced to identify short-term targets for children. These are regularly reviewed in partnership with parents in order to assess the progress of the child. As a result, children make significant progress in their learning and development.

Children are happy and settled in their care environment and enjoy warm and caring relationships with the staff and their peers. They behave very well and play together harmoniously. Staff manage any behavioural issues that arise in a calm and consistent manner and develop children's understanding of right from wrong through careful explanation. They are well supported by staff as they learn to accept the needs of others. This is achieved as staff involve themselves and interact with children as they play and help them learn about taking turns and sharing fairly. They feel a sense of belonging and are involved in what is going on around them and are confident in their surroundings. Children are openly praised for their efforts and achievements, which helps to develop their self esteem. They receive stickers as rewards when they have helped staff with routine tasks, such as tidying away, which they proudly show off to their friends. Children's spiritual, moral, social and cultural development is fostered.

Parents are provided with excellent and well written information about the service provided. They receive a written prospectus and details relevant to the base room in which their children will be placed. They have direct access to the setting's operational plan and range of policies and procedures that are openly displayed for their attention in the foyer. Planning documents are prominently displayed on base room notice boards throughout the setting to ensure that



parents are aware of the activities provided to their children. Children's individual assessment records are readily available for parents to view at any time. These are also shared at parents evening events. Daily liaisons at the start and end of each day ensure that both parents and staff are well informed of children's needs. Younger children take home a written daily diary sheet that details their individual routines and information about their day. These are used to support the daily verbal conversations between parents and staff to ensure that they are well informed. At the start of a child's placement, parents provide staff with information about their children's daily routines and individual likes and preferences. This ensures that staff can tailor care to meet their individual needs and plan for their progress right from the start. A regular newsletter is provided which includes information about the organisation of the setting and specific information about each of the base rooms. CCTV is used very effectively to enable parents to observe their children during the settling in period by sitting in reception to watch the screens. This is effective in allowing the parents to be re-assured that their wishes are being met and their child is well cared for. It is also used to keep parents informed of their child's progress or if there are any concerns without disturbing the child.

Partnership with parents and carers is outstanding. Parents receive a wealth of information about the Foundation Stage curriculum and the six areas of learning. Informative leaflets detailing each of the individual areas of learning ensure that parents are well aware of the curriculum used to plan for their children's progress. Curriculum plans are well presented and are openly displayed for parents, ensuring that they are well aware of the activities that their children will be involved in. Excellent relationships between parents and staff ensure an effective two-way flow of information at the start and end of each day. These provide the opportunity to discuss children's well-being and progress. Staff provide a book lending library for children to borrow and share books at home with their families. This supports links between children's learning at home and within the setting. Parents are invited to attend summer sports days and Christmas shows. This effectively involves them in their children's learning. Parents are very well informed about their children's achievements. They are able to access their children's very well presented assessment files at any time, and also more formally at parents evenings held throughout the year. These files are a pleasure for parents to view and include written observations of children, examples of their art work, their progress made and future targets.

## **Organisation**

The organisation is good.

Children are grouped well and according to their age and stage of development. They are happy, settled, safe and secure in their care environment. Staff use their time very well to work directly with the children, encouraging conversation and supporting them as they learn and develop. Space and resources are very well organised and children benefit from this. They have easy access to their playthings and can freely and easily move between the available play space. Toys and equipment are very well organised to ensure that children can make independent choices about their play and develop their decision making skills. The daily routine is generally good, however, the organisation of mealtimes is not always effective. At times, babies are sat in their chairs waiting for too long before their meals arrive whilst they are being prepared to the correct consistency. As a result of this and seeing older children eating their meals, they become fractious. Older children are not always provided with suitable cutlery, such as a knife, to eat their meals and manage with only a fork or a spoon. This does not support their fine motor control or their developing social skills. Pre-school children are able to serve themselves which works well to promote their independence. However, serving spoons are often not available and children use their own cutlery. This exposes children to the risk of cross infection.

Excellent procedures are in place for the recruitment, vetting and induction of staff. Twice yearly staff appraisals monitor staff progress and are formed as a direct result of observations of staff working with children. An effective key worker system is in place. Staff work with their key worker children and liaise with parents over their children's care, learning and development. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs. This ensures that children's development needs are met. Staff have very good opportunities to extend their own professional development through regular access to training. Newly acquired knowledge gained through training also works to enhance the activities provided to children. All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well organised and effectively maintained. They are regularly reviewed and are only accessed by staff, ensuring that confidentiality is maintained. The well resourced operational plan and file of policies and procedures are readily accessible and openly shared with parents to ensure that they are well informed of how the care of their children is organised.

The leadership and management is outstanding. The manager of the setting and her staff team are committed to providing a high standard of care and education in which every child matters. The manager ensures that all aspects of the nursery education provision are of the highest quality through constant monitoring and self evaluation. There is a strong commitment to assessing the strengths and weaknesses of both the setting and the educational programme offered. The delivery and success of the Foundation Stage curriculum is carefully monitored through rigorous activity evaluations, detailed observations and assessments of each individual child's progress. As a result, children are provided with meaningful and worthwhile play and learning opportunities that help them to achieve and progress in all six areas of learning. Staff use their thorough knowledge of their key worker children to plan for their individual learning needs. They work as a strong and committed staff team and are very well managed and supported by senior members of staff. Regular staff meetings and planning meetings are held and ensure that all staff are able to influence the range of activities on offer to children. They work in partnership with parents to identify children's starting points and future learning targets, ensuring that parents are fully involved in their child's learning. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last care inspection the provider agreed to keep a written record, signed by parents, of all medicines given to children. Since then a new system has been devised and implemented with regard to the administration of medications to children. Both the manager of the setting and another senior member of staff work with parents to complete written medication records. These two members of staff administer the medication to children and seek the countersignature of parents at the end of each day, to ensure that the administration time is acknowledged. This ensures that children's health needs are effectively met. The provider agreed to ensure that there is a trained member of staff responsible for child protection issues and to develop staff knowledge and understanding throughout the setting of child protection issues. Since then the nursery manager has taken responsibility as the named member of staff responsible for child protection issues. Child protection is a regular agenda item at staff meetings to ensure that all staff have consistent knowledge of the action that they should take in the event of a concern about a child in their care. The nursery manager and three other members of staff within the setting have accessed external child protection training and have cascaded information from this training to other members of staff in meetings.

At the last nursery education inspection the provider agreed to improve children's access to books throughout the day. Since then the organisation of the book area has been developed to create a comfortable and inviting area where children can sit and relax with a book. Children freely access this area and choose to sit quietly alone, with their friends or with a member of staff to read a book.

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

Since 1 April 2004, there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. Concerns were raised over staffing ratios at the nursery and the qualifications and experience of staff in caring for individual needs of children, e.g. organisation and supervision of children when handling tools such as scissors and during meal times and hygiene routines. This relates to National Standard 2 - Organisation, National Standard 6 - Safety, National Standard 7 - Hygiene and National Standard 8 - Food. Ofsted carried out an unannounced visit and as a result the inspector found that the play and care areas were safe, and staff generally attentive to children, whose care needs were met. Children received effective support and interaction from staff during lunch time. The nursery had not however consistently advised Ofsted of staff changes and one action was raised. The provider has addressed the concern raised by identifying whose responsibility it is to notify Ofsted and acknowledged recommendations made by the inspector. The provider remains qualified for registration.

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):

- review and improve the organisation of mealtimes.

#### **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)