













working within the nursery. The setting works closely with the advisory teacher from the local authority.

Children benefit from the well-organised environment which mostly promotes their independence and confidence. Very young children's resources are set out for them by practitioners and they are rotated frequently to maintain their interest. The play environment for children aged two to three does not effectively promote their independence or choice in activities and this restricts their play at times. Older children are very capable, initiate their own play and are confident to practise what they have learned. Activity areas ensure children access toys and resources safely.

Children are grouped according to their developmental stages within the nursery, although some flexibility is applied according to children's needs. For example, younger children may join in with older children if they are developmentally ready or it may be appropriate for children not to move into the next group even though they are old enough to do so. Overall, the nursery has sufficient staffing levels to meet the required ratios at all times of the nursery day, although staff are not always deployed effectively to ensure the safety and well-being of the children. For example, the key person system does not provide consistency of staff for the babies, too many school aged children play outside with one member of staff during lunchtime, children wait too long for lunch with little activity to distract them whilst they wait, and very young children integrate with older ones without the required ratio for their age. Practitioners communicate well with one another to ensure the children's care needs are met and they share important information, such as messages from parents.

Policies and procedures support the practice and illustrate how children's welfare is promoted and all staff are aware of these. Thorough, detailed recording of daily information is in place to support the practice and this is filed confidentially. There is a firm commitment to staff training and development to enhance the care for the children. Children's development is recorded clearly and their progress is shared with parents. However, the development profiles for children aged two to three does not clearly relate to the planning.

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

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

Not applicable.

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

Since registration there has been one complaint made to Ofsted that required Ofsted to take action in order to meet the National Standards. Ofsted received concerns relating to National Standard: 1 Suitable Person. The concerns were originally shared with another agency. A childcare inspector from Ofsted Early Years then visited the provision on 2 March 2007. Actions were raised and satisfactorily met by the registered provider. 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### 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):

- ensure babies' individual needs are met through developing the key worker system to ensure a minimum number of consistent carers for each child
- improve the accessibility and presentation of resources to extend play opportunities for children aged two to three
- ensure all children are protected from the harmful effects of the sun at all times
- develop the outdoor area and resources to provide a suitable range of challenging activities for children (also applies to nursery education)
- make sure staff are deployed effectively to meet the children's needs within the nursery routine
- continue to develop the profiles for children aged two to three in line with the planning.

#### The quality and standards of the nursery education

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

- further develop staff's knowledge of the Foundation Stage to enhance the quality of teaching across all areas.

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)