

# Lime Grove Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 129362  |
| <b>Inspection date</b>         | 15 January 2008   |
| <b>Inspector</b>               | Margaret Coyne  |
| <b>Setting Address</b>         | Park Road, Boxmoor, Hemel Hempstead, Hertfordshire, HP1 1JT |
| <b>Telephone number</b>        | 01442 236506  |
| <b>E-mail</b>                  | lime.grove@childbase.com                                    |
| <b>Registered person</b>       | Child Base 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?

Lime Grove Day Nursery opened in 1991 and operates from a purpose built building close to the centre of Hemel Hempstead, Hertfordshire. The group have access to four base rooms, shared activity rooms, baby sleep rooms, a kitchen, utility areas, staff room and toilets. All children have shared access to a secure, enclosed outside area. A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. Children attend for a variety of sessions or for full day-care.

There are currently 73 children aged from eight months to under five years on roll. Of these, 15 children receive funding for early education. Children come from a wide catchment area.

The nursery employs 19 staff. Of these, 10 staff, including the manager hold appropriate early years qualifications and four staff are working towards a qualification. The nursery receive support from a qualified teacher within the organisation and the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

All aspects of children's health and well-being are given an extremely high priority at the nursery. Children are protected by staff's understanding of health and hygiene and with the implementation of the groups policies and procedures. These are designed to maintain health and promote healthy choices for the children. Written consent from parents allows children to receive emergency medical care if required and to administer medication. Any minor accidents are dealt with by first aid trained staff; the details are recorded and signed by a parent or carer. First aid boxes are accessible around the nursery and the contents are checked regularly. This enables staff to deal appropriately with any accidents. Any child needing medication has the dose recorded and the entry signed. Parents understand that children must not attend if they are ill or infectious and if a child becomes poorly whilst at nursery they are kept comfortable until they can be collected.

Staff take excellent steps to develop children's understanding and awareness of good health and hygiene. They explain the importance of hand washing and provide encouragement and support. The children use high quality hand washing facilities before meals, after playing outside and at frequent intervals during the day. Well placed signs help the children learn techniques for hand washing and understand why it is important to do so. Children are actively encouraged to self-care and older children take themselves to the toilet independently. Nappy changing arrangements reflect excellent hygiene policies and procedures. For example, the high standard of cleanliness of equipment and children's personal items such as bottles and dummies which are named and stored in hygienic conditions. Staff are diligent and ensure the infection control procedures are carried out by using anti-bacterial wipes on equipment such as changing mats, washing their own hands and wearing protective gloves and aprons. Staff use discretion to preserve each child's dignity and self-esteem when carrying out any personal care. The staff work closely with parents during their child's toilet training period, offering support and continuity between home and the nursery environment. A 'no shoe' policy is adhered to in the baby room which again helps prevent infections and keeps the area clean for less mobile children.

An imaginative and extensive menu ensures that children benefit from the meals and snacks on offer and are well nourished. This is managed on a four week rolling program and is devised by a dietician. The menu does not contain any processed food and has a high level of fresh vegetables and fruit each day. Children have excellent opportunities to learn about healthy eating as they sit with staff at meal times and discuss the food they eat. Staff encourage children to try new foods. They take part in activities to help them learn about growing, caring for, harvesting and eating vegetables and enjoy growing an assortment of these in their own vegetable garden. The setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. Children preferences are also catered for and alternatives are available to the set menu. The snack menu is equally varied and nutritious with lots of choice from fruit, vegetables, yoghurts, home made dips such as hummus, and bread & cereals such as crumpets and rice cakes. Healthy eating habits and good table manners are encouraged and reinforced. Older children's independence skills are promoted as they serve their own meals. Children's dietary needs are well known to staff who ensure that they are not given, or exposed to, any unsuitable foods. Different coloured place mats are used to identify those children with any food allergies to ensure they are protected.

Children benefit from spending time in the open air as the outdoors is used continually except in the most extreme weathers. They benefit greatly from having time in the fresh air and space to move and play freely, aiding their body awareness and physical development. They practise and develop their physical control on equipment and join in with activities to gain control of their bodies and test their capabilities. They climb up, over, through and under equipment and have various items to promote their balancing skills. Physical activities are well planned and each child has a thorough physical profile which records and tracks their progress. This innovative recording ensures that staff can plan activities in line with the children's stage of development. The outdoor area is exceedingly well planned with a climbing area, grass area and hard surface area. There is also a sensory area and gardening area for children to develop their skills and enjoyment of the outdoors. A lovely wooden gazebo is in place for the younger children to enjoy while they are protected from the weather. Staff are proactive when outside with the children and are interactive with their games and activities. Indoors, children's finer physical skills are developed with an excellent range of manipulative toys and equipment. They use a wide range of tools and equipment for craft and in their constructive play.

Younger children's mobility is developed in a sensitive and caring manner by staff because they are fully aware of the children's differing needs and stages of development. Particular attention is given to low-level equipment to assist their growing mobility and physical strength as they start to move around independently. Children have opportunity to explore their environment because it is safe, bright and has colourful resources to reach for. Their emotional well-being is given high priority due to the sensitive and consistent staff who know the children well, interpret their needs and prevent them becoming frustrated. Younger children's individual sleep and eating patterns are observed by staff through the secure partnership with parents to help children follow a similar routine to the one they have at home. The sleep rooms are quiet and comfortable with clean bedding and mattresses. Soft furnishings in the baby and toddler rooms ensure that young children can have quiet times and create a homely environment. Staff recognise how children's comfort items are important for their emotional security and to help them feel settled in their care environment.

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

The provision is outstanding.

Children enjoy a homely and appropriate environment where they can move freely and safely around their base rooms and can sit comfortably to play. The purpose built premises caters for children's varying needs and provides a safe and secure environment where they can play and learn. Overall the environment throughout the nursery is stimulating, bright, cheerful and extremely child orientated. The walls around the nursery are made stimulating and colourful with children's work displayed to reflect their interests, topics and planned activities. An extensive array of information for parents including information about staff, weekly menus and information for the Foundation Stage and the 'Birth to three matters' framework is also displayed. The nursery has a separate kitchen which is exceedingly well maintained by the cook and ensures children's meals are prepared in a safe and hygienic environment. A calm and relaxed atmosphere is created in the sleep areas to help young children settle and sleep. The outside play area is well-planned and provides an exciting place for children of all ages to explore and investigate.

Children use an extensive range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are well-planned and organised throughout the setting with lots of child height storage units to encourage children to become independent and gain safe access to their resources. Equipment and activities are attractively presented to help children

learn to respect and look after their resources. For example, imaginative play areas are well resourced and interesting. In the rooms with less mobile babies all equipment is bright and cheerful, easily accessible and promotes mobility. Staff give much thought into the excellent layout of the rooms and the provision of activities ensuring children can have freedom of choice. This has ensured that they have created a stimulating and exciting environment for children of all ages. The chairs and tables are of appropriate height and are of a robust design.

Children's safety is of high priority throughout the organisation of the nursery. Staff are extremely vigilant when recognising hazards and take positive steps to minimise these. Systematic risk assessments with excellent recordings are carried out and all staff share in the responsibility for keeping children safe. Accident records are used to identify areas of risk and steps taken to reduce these. Impressive and well implemented safety and security precautions are exemplary to promote and safeguard the children's welfare. For example, security at the entrance and outside play area, staff deployment and their supervision of the children and with safe arrival and collection procedures in place. Staff help children gain an awareness of keeping themselves safe in the nursery as they explain and practise simple procedures such as emergency evacuation and the boundaries they must follow to learn about safety while they play. This helps children participate in their own safety. They help to tidy away toys after use, learn about road safety and understand about walking inside. Comprehensive safety measures are in place to protect the children from harm such as, socket safety covers, high handles, fire safety equipment and fire alarms. Staff complete the organisation's fire safety training in order to understand how best to protect the children in the event of an emergency. Any sleeping child is checked regularly by staff to ensure their safety and well-being. An excellent outings policy is adhered to and trips are risk assessed before they go to ensure children's ongoing safety. Children wear red tabards on outings to ensure they can be seen easily and identified with the nursery. This again clearly promotes the children's safety.

Children's safety and well-being is of the highest priority at the nursery. Staff are aware of, and act upon, the guidance from the Local Safeguarding Children's Board. The child protection policy is available to parents and reflects the group's approach to dealing with any concerns. All incidents are logged and the details held confidentially. Parents are advised of the nursery's responsibilities and procedures before a child is admitted. All staff are inducted into the child protection procedures when they start at the nursery and additional training is sought to ensure staff refresh their understanding towards keeping children safe. They are aware of the procedures the nursery will take in the event of any allegations made against a member of staff.

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

The provision is outstanding.

Children are happy, content and secure throughout the nursery. They confidently access the stimulating and challenging range of activities and are forming secure relationships with staff and other children. Staff have an excellent understanding of the 'Birth to three matters' framework and this has a positive impact on the younger children's enjoyment and their development. Staff plan activities in line with this framework and have high expectations of how children develop and learn through their play. Planning for 'Birth to three' clearly reflects all areas and children's progress is well documented and shared with parents. Babies and young children receive lots of cuddles and have developed strong bonds with their key workers which increases their sense of well-being and contentment. Younger children exhibit great delight when joining in with activities, they use items such as mirrors and finger painting to help develop a strong sense of self. They have fun hiding plastic insects in the sand. They incorporate some mathematical understanding as they group the insects into family groups deciding that the

large spider is Daddy and the smaller one is the Mummy. Children develop their language skills as they respond to others around them. With the use of verbal and non-verbal language they make their needs known to staff who are adept at interpreting these needs.

Children access excellent resources which they use spontaneously. They recreate real life situations as they mimic adults in the role play area. Children's mobility is extended through the first hand support offered by staff as they move freely and easily around the room. Children thoroughly enjoy the attention they receive from staff but are also able to play using their own initiative because they are so settled and secure. They eagerly ask questions and respond to new challenges. For example, a child explores a cupboard catch in her base room. She realised that there were toys in the cupboard and persevered until she could manipulate the catch to open the door and retrieve the toys. Children have first hand experiences to develop their curiosity as learners because staff provide attractive and accessible equipment and play materials. For example, children have lots of excellent toys to encourage exploration of sound and movement. A variety of colourful and attractive toys of different shape and size that fit together in different ways challenge the children's fine motor skills and builds their confidence. Through the meaningful praise and encouragement by staff children are developing a sense of well-being and self-esteem. Children exhibit high levels of confidence and this has been achieved by the consistent support and direction of staff. The children are happy and settled because the staff have good relationships with the children's parents and are aware of their likes and dislikes through daily verbal exchanges of information. Each child has a family photo album which has parents, siblings and extended family photographs. These are accessible to all the children.

The children are involved in a broad range of activities and events, which support their development and overall learning. The nursery has a series of soft toys that they children take home with their diaries. The toys share in the home life and adventures of the children and parents share this by recording it in the diaries including photographs. The toys trips are documented on a map of the world and the diaries are shared with the other children on their return. This is a lovely way for all children to share adventures together, develop some understanding of the world around them and for parents to be included. All play opportunities and activities come from what the children want to do and where the day takes them. Weekly planning shows the learning outcome with differential for more or less able children. Observations form their forward planning and Next Steps. The group use the 'Sound Foundation' programme successfully creating an environment for energetic, relaxing and creative play. Outings outside the nursery such as walks to the shops help children learn about their local environment.

Each child's art work is valued and displayed at children's level where ever possible. Staff converse with the children and ensures that they know they are important and valued. They get down to the child's level to establish and maintain contact with eye, voice or light touch. Babies are helped to recognise that they are individuals and separate from others. Mirrors are provided in different places to help babies explore what they look like and who they are. Each child is valued and celebrated by making routines such as feeding and changing personal. Close links with the key worker ensure children's needs are well known and documented.

Nursery education.

The quality of teaching and learning is outstanding. Staff enrich the experiences for all children with well-planned activities and resources. They have an excellent awareness of children's starting points and use this to plan the next steps in their development. The nursery works with the 'Sound Foundation' programme which is the basis of all children's care and development.

It treats each child as an individual and follows their focus of attention. This helps to build children's self-confidence, positive self-image, citizenship, social skills, communication and language and preparation for formal learning. Staff are extremely knowledgeable about how to develop the children through this programme and through the Foundation Stage. They are excellent communicators with the children, they know the children well and manage their time to enrich the activities and the attention they give each child. Staff's enthusiasm encourages children to join in and take part. Staff help children to consolidate and extend their learning. They have created wonderful relationships with the children and encourage them to become involved and to persevere with tasks. They use sensitive intervention and wait to be invited into children's play. Staff provide exemplary care and cuddles and complement and praise the children's efforts and attempts. They have high expectations of what each child can achieve and are extremely confident in their practice. During the course of the inspection staff exhibit impressive teaching practices and consequently excellent learning takes place.

Staff are successful at motivating children to capture their interest and arouse their curiosity because they are enthusiastic themselves. For example, they encourage children to plant vegetables in the garden. This is extended as they nurture them as they grow. They pick them, prepare them and eat them. Staff take time to explain to the children what is expected of them and are very positive and patient role models. They inspire, praise and encourage children to try things for themselves, encouraging children to gain the confidence to succeed and supporting them well as they aspire to do so. Sufficient opportunities are provided for children to revisit all aspects of learning regularly and frequently. A clear daily routine has been developed which helps ensure all children are able to play an active part in the daily activities. This is well managed with group times, some structured activities and a wealth of free play time throughout each day. Children's education is greatly enhanced by qualified and experienced teaching staff. This impacts directly on their successful accomplishments and the delivery of a sound educational programme. Planning is detailed and covers all areas of learning comprehensively. This gives a clear picture of the aims and objectives of each activity and the learning intention. Staff are clear how the activity can be adapted for individual children and ensures all children are included.

Children's achievements are clearly linked to the stepping stones. Staff use on-going observations extremely well to plan the next steps in children's learning. Very detailed assessment is used to identify children's entry profile and starting point before moving them forward. This is useful when children have followed through the nursery as staff are able to build a sound profile of individual children. The assessments are well organised so that they are meaningful and relevant to individual children. Action Time Planners have been introduced to help staff identify areas to help move individual children forward. The assessments provide clear evidence of the children's progress and achievements and any gaps can be quickly identified to inform future planning.

Children are absorbed, engaged and happy as they play and learn with the activities provided. Due to the excellent settling in procedures and the warm and welcoming atmosphere in the pre-school room children settle quickly. This aids their feelings of belonging and security. Staff are skilled at extending the range of activities which supports the children's learning and enables them to make rapid progress. Children have a wonderful sense of belonging as they form secure friendship groups and seek out friends to share play with. They play cooperatively together sharing and engaging each other in their play. For example, helping each other to put on warm clothes in the role play area. They are polite and considerate as they say 'please and thank you', help others and take turns as they play with the salt dough sharing tools and dough between them. Children are actively involved as they help to tidy the activities away and show respect

for their toys and equipment. This helps children feel part of the group and instils pride and self-esteem as they take some responsibility.

Children recognise that they can make mistakes, but through high levels of encouragement staff help them develop coping skills which aids them to move forward from these. Children move smoothly from dependence to independence because they gain new skills and opportunities to select activities, for self-care and during meal times when they have enriched opportunities to serve themselves. Staff ensure children have extensive opportunities to learn through play and start at a child's base line to encourage them to develop the skills required. Their personal social and emotional development is given a high priority at this stage and provides the building blocks for all other areas of learning.

Children confidently talk about things that interest them and link this into the theme. For example, a discussion took place about how lightening comes from the sky and clouds when it goes black and the thunder makes a big bang. Children could relate this to the weather cards they were making for a matching game. Language skills are fully extended by adults as they engage children in conversation, ask open-ended questions and encourage auditory skills as children process information. For example, they pass a hug and a handshake around the group. They play card games where they have to process the information to find the correct details on the 'Screecher' cards. Children enjoy using their mark-making skills and confidently use a wide variety of tools. They keep a written journal where they can practise hand writing skills and letter formation while gaining pencil control and an understanding of sounds and letters. The group use the 'Jolly Phonics' system to introduce this to the children. Most children are secure recognising their own name and the excellent use of labels on familiar objects around the room helps develop children's early word recognition.

Children begin to see connections and relationships in numbers, shapes and measures. They match and sort objects and use mathematical language such as more than, one more, one less. This helps them to solve problems across a wide range of practical activities such as stories, rhymes, games, puzzles and in their imaginative play. They begin to use number in a meaningful context and understand that numbers represent sets of objects. Children say and use numbers in familiar contexts; they count reliably up to ten everyday objects and most children can count beyond this. Children are also able to count to ten in French recognising that this relates to numbers. They use their developing mathematical ideas to solve problems. For example, a child works out how many bricks to add to build a row of houses from blocks. She develops patterns in colour and works out how many more bricks she will add to make the houses the same height.

Children are provided with a wealth of opportunities to discover the world around them by investigating and exploring. Wonderful, stimulating and interesting activities are planned to provide children with first-hand experiences. They enjoy the sensory area in the garden and have a nature area where they can explore and discover the ladybird house, the worms in the compost and frogs in the pond. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. The herbs grown help children use their senses as they experience how different plants feel and smell. They enjoy walks in their local area and trips out to places such as the London Aquarium and a wild life centre. Their interest and natural curiosity to learn is developed through rich, vibrant topics and activities. The children are learning about the weather and join in conversations and complete art work to further their understanding. They demonstrate a strong exploratory impulse as they manipulate salt dough, put their hands in the gloop mixture, dig for insects in the soft sand and float and sink boats in the water tray. Children know about the uses of everyday technology and use Information



Communication Technology and programmable toys to support their learning. Children are helped to consider and value diversity. For example, they have access to a broad range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They take part in French lessons, and explore both familiar and unfamiliar cultural celebrations and events.

Children move with confidence around the room negotiating obstacles and manage equipment with ease. They competently do up fastenings such as zips and buttons and manage one-handed tools with growing ease and dexterity. Their physical development is enhanced by the extensive range of outdoor equipment. Children can scoot, peddle, throw, catch and develop their confidence as they access the climbing and balancing equipment. Staff organise a 'Yoga Bugs' session each week with a visiting yoga teacher. The children are led through stories and adventures that stimulate their imaginations and help maintain their natural flexibility. The stories involve a range of stretches, back arches, twists, and balances. These combine to support and strengthen children's physical skills and confidence while helping to improve their concentration. Children thoroughly enjoy using their imaginations in role play and staff are enthusiastic when developing different scenarios in-line with the topic. For example, children play in a Winter wonderland. They have a snowman, warm clothes and boots and footprints in the 'snow' mat. When they explored mini beasts the area became a garden. It has also been a nativity scene, a beach, shop, and opticians. Children also enjoy taking on family roles and make tea and interesting meals to share such as sandwiches with strange fillings. Children are eager to express their own ideas and thoughts through art, music, song and their imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. They are fully supported as they use a wide range of materials and tools to help them to express their creativity and their beautiful art work is displayed around the nursery.

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

The provision is outstanding.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children begin to know about their own cultures and beliefs and those of other people. Staff have developed an extensive equal opportunity folder to bring together their ideas of fun and interesting ways to promote this with the children. For example, with Ragoli hand patterns and Diwali cards, Mothers and Fathers day, St Patrick's day and with flower festivals. Positive images and resources are visible within the play areas, and are used to inform inclusive practice and to promote open minds. All children are valued as individuals which actively promotes inclusion. Activities are adapted to children's individual levels of development to ensure that they are all able to participate at their own level. A clear deferential is shown in planned activities to ensure that all children are included. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. For example, sharing tasks at tidy up time and sharing equipment together. Children's spiritual, moral, social and cultural development is fostered. Children are valued and respected as individuals and all their needs are well documented and implemented. Staff are clearly committed to supporting each and every child in order to meet their needs and promote a truly inclusive environment where every child matters. Detailed pre-registration forms gain full information from parents about each child in order to fully meet their needs.

All children are well settled and happy in this stimulating environment. This contributes significantly to their exemplary behaviour. Children are gaining a worthwhile understanding of the purposeful boundaries within the nursery and respond to direction from adults in a positive

fashion. They eagerly respond to the consistent approach followed by all adults throughout the nursery. This impacts clearly on their security and confidence as they know what is expected of them. Children develop secure levels of self-esteem and are beginning to resolve differences and gain an excellent understanding between right and wrong. Highly effective behaviour management defuses situations and distracts and engages children in worthwhile activities. For example, children are busy, occupied and interested in the activities. They share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and are kind to others. The nursery promotes positive behaviour with stickers, a praise board and through the use of positive language. Staff have high expectations for all children and are excellent role models.

The partnership with parents and carers is outstanding. This contributes significantly to the children's sense of belonging, trust and well-being. Parents' play an active role in their children's care and a two-way sharing of information is encouraged with the use of a daily report sheet for younger children and extensive verbal and written information for older children. These include information on children's learning, daily care, enjoyment and achievements. The children's individual needs are well met because staff work closely with parents and carers to develop close partnerships so that all children achieve their full potential. Parents evening are held twice a year and planned 'stay and play' sessions are arranged. Children also enjoy entertaining their grandparents on a special designated day. Their involvement impacts greatly on the children's good health, safety, care and learning. Staff are approachable and friendly, helping parents feel secure and at ease, confident with the care provided for their child. Parents have access to an abundance of information about the 'Birth to three matters' framework and how the nursery implements this. Equally a wealth of information about the Foundation Stage curriculum is available so they gain an understanding about how their child will make progress and how this can be supported at home. Plans are displayed in each room so parents gain a further insight into the type of activities their child takes part in and enables them to talk about these with their children.

Parents have access to an excellent and fully comprehensive range of policies and procedures and extensive information about the 'Sound Foundation' programme the nursery works with. A bright colourful information brochure and prospectus contains detailed information about the setting, settling-in policy, activities and planning. A parental involvement policy supports parents as they become representatives in each of the base rooms. They are involved in fund raising events, social events between parents and staff and raising money for charity. Full information is gained at the children's entry to the nursery to provide information for staff to assess their starting points. This is updated and parents are fully involved in sharing information with their child's key worker. Questionnaires filled in by parents provide feedback for the management team that helps them develop the nurseries strengths and areas to focus on for improvement. Parents are informed through the setting's complaints procedure how they can express any concerns. An Ofsted poster is displayed so parents are aware of how to make contact if they are dissatisfied by the response to their complaint or if there are child protection concerns. This partnership with parents is very successful and contributes to the high standard of care children receive.

## **Organisation**

The organisation is outstanding.

The leadership and management is outstanding. Children's care is greatly enriched by the superb quality of organisation throughout the nursery. This benefits the children as they move through the nursery from baby room to pre-school. The nursery manager works closely with her staff

team and the management team. She continually enhances her knowledge with extensive training while ensuring staff can access both external and in-house training courses. The manager, deputy and management team are responsible for all aspects of the nursery including staff supervision and employment, ratios and deployment and the operational plan. All staff demonstrate an excellent knowledge of the National Standards and meticulously apply these throughout all aspects of the care they provide for the children. This knowledge is consistently supported by the way the staff are using the 'Birth to three matters' framework and the Foundation Stage curriculum. High regard for the well-being of the children, staff's expert practices, the consistent adult support and highly varied and exciting activities, contributes greatly to children's welfare, enjoyment and achievements.

The management team, room leaders and staff work extremely well together and a positive, motivated, and dedicated staff team has been developed. The organisation and deployment of staff across the nursery enables them to provide children with fun, exciting and innovative play opportunities to develop all aspects of their social, emotional and educational skills, spark their natural curiosity to learn through their play and expand their horizons. An inclusive environment has been created which clearly shows that each child matters.

The manager and the staff team have worked enthusiastically to develop all aspects of the premises. These are extremely well-organised and both the indoor and outdoor space is successfully arranged to maximize the play opportunities for children. This ensures children can play and learn in an imaginative, vibrant and safe environment. Excellent use of low-level storage units enables children to develop independence and contribute to the safe organisation of their own environment. For example, as children help to tidy away their resources. Morale is very high and staff demonstrate extremely high levels of enthusiasm and dedication to the continued success of the nursery.

Exceptionally well-organised records and documents ensures children's welfare and enables parents to play an active role in their child's care. All staff are committed to the continuous evaluation and improvement of their practice. A robust self-evaluation system ensures the nurseries continued superior practice and covers all elements of the care and educational programme. The management team have a robust and rigorous system in place to ensure the children are cared for by staff with appropriate qualifications and experience and a highly effective recruitment, induction and assessment system is an integral part of this process. A clear management structure defines roles and responsibilities of the staff. Full induction and mentoring by senior staff is carried out for new staff. The manager undertakes quarterly observations on staff and discuss their strengths and weaknesses including recognising any training opportunities. High levels of support for staff are in place and this raises the commitment and dedication of the team which creates a happy and secure environment for staff, children and parents. Overall children's needs are met.

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

At the last inspection the provider agreed to develop staffs awareness and understanding for the effective management of children's behaviour and to ensure children have free access to drinking water throughout the day.

Staff's understanding of how to manage children's behaviour has been developed particularly at meal times. While they are waiting for their lunch they are encouraged to look at books, play a circle game, or go into the garden. Children do not now have to wait for long periods before meals are served so do not get bored or restless. Children have access to fresh drinking water

throughout the day in their named water bottles, during snack and meal times and with a water dispenser located in the central area. This ensures children remain hydrated.

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

Since the 1 April 2004 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)