

Polly's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY359684
Inspection date	23 May 2008
Inspector	Maxine Williams
Setting Address	Polly's Nursery, Park Lodge, Victoria Park Road, Stoke-on-Trent, Staffordshire, ST6 6DX
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Registered person	Mrs Sarah Meakin & Mrs Susan Bourne
Type of inspection	Integrated
Type of care	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.

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?

Polly's Day Nursery is privately owned. It was registered in 2007 and operates from a large converted house in Tunstall, Stoke-on-Trent. A maximum of 29 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.30 for 50 weeks of the year, excluding Bank Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from birth to under five years on roll. Of these, 12 children receive funding for early education. Children come from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a warm, exceptionally clean environment where they learn the importance of good personal hygiene. They thrive because staff follow extremely effective policies and procedures which meet the children's health, dietary and physical needs. Their clear understanding of why they must wash their hands after creative play sessions and before snack and meal times promotes increasing independence in their personal care. For example, staff prompt all children to remember why they wash their hands, children as young as one-year-old are able to say it is because of germs. Babies and young children are well supported in attending to their hygiene needs by staff. Their hands and faces are wiped before meal and snack times and their hands are washed or wiped after each nappy change. Consequently, children's awareness of personal hygiene is very well promoted. Children's health is further protected by the extremely high standard of hygiene implemented through daily routines. Nappy changing procedures are exemplary, staff wear aprons and gloves, all surfaces are wiped with anti-bacterial spray and children's individual records are completed to ensure that staff and parents are aware of when children have been changed. Consequently, this helps children remain healthy.

Comprehensive accident, medication and sickness policies are shared with parents, ensuring that all children are cared for within a very safe environment which is free from infection. When medication is administered, prior written parental permission is sought and each record is signed and countersigned by staff, parents then sign to acknowledge they have been informed of when medication has been administered and a copy of the record is supplied, to ensure that everyone caring for children is aware of when and how much medication they have been given. This means that the risk of accidental overdose is greatly reduced. All staff have current first aid training and there are first aid waist bags provided, which staff take out when they go for walks with children. This ensures that children are very well protected, in the event of an accident. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. They discuss why they need to wear sun cream and sun hats when it is sunny outside. This means that children begin to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery provides a wide and varied range of very healthy and nourishing meals and snacks that appeal to the children and meet their dietary needs. Nutritious meals are cooked from fresh produce, which are suitably stored and served. Meal times are sociable occasions, children sit down together to share a nutritious meal, such as salmon, potatoes and peas, followed by strawberries and yogurt. All but the very youngest children are able to feed themselves and use appropriate cutlery; staff sit with children and offer assistance when required. Morning routines are a communal time; all children in the nursery join together for a self-service breakfast, with jugs of water and milk and cereal dispensers for children to serve themselves. Children's individual dietary requirements are recorded and alternative options are always available. All staff have undertaken training in food hygiene and both the cook's and the staff's comprehensive knowledge of healthy eating and good nutrition guidelines contributes significantly to children's understanding of a healthy lifestyle. Fresh drinking water is available at all times, there are named, labelled cups for younger children and older children are able to access water dispensers, at all times. When children are playing outside, a water dispenser and cups are taken out to ensure that they do not become dehydrated while enjoying fresh air and exercise. Consequently, children are learning how to meet their own dietary needs and are

developing an understanding of the effects of a healthy diet and lifestyle on their bodies. Babies are held by a preferred carer whilst being bottle fed, therefore they are comfortable and secure as they feed.

Children are developing competent physical skills and abilities which are exceptionally well promoted, through access to a wide range of activities both within and away from the nursery setting. Regular opportunities are made available during indoor and outdoor play for children to develop and build upon their existing good skills and range of physical abilities. Children practise climbing and balancing skills as they successfully use climbing frames, bikes, scooters and slides in the outside play area. They enjoy using bats and balls with each other and staff and they participate in dancing sessions, choreographed by staff. They benefit from lots of opportunities to enjoy walks around the local community and in the adjacent park, frequently exploring wildlife and nature. Children join in the activities with enthusiasm and staff remind them to have regular drinks and relax when they need to. Subsequently they develop knowledge of the way activity has an effect on their bodies and all are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Hazards to children are reduced because the staff are exceptionally attentive and use daily, detailed risk assessments to reduce possible dangers. This means that children are able to move around safely, freely and independently. The staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits. Daily checks are conducted of both indoor and outdoor play space prior to the children's arrival, this significantly enhances their safety. High priority is given to close supervision at all times and particularly when using the outside area and when on outings. For example, when they go on trips each of the children wear a wristband with the nursery's contact number on it, staff wear uniforms and take details of the children and their parents contact details, to ensure that their welfare and safety is protected in all instances. Staff monitor access to the premises at all times and admittance to the premises is controlled. This ensures that the safety and well-being of children is protected. Children are further protected because of robust procedures for their arrival and departure. Fire evacuation procedures are good, they are fully understood by both staff and children; appropriate fire-fighting equipment is in place and fire drills are practised and recorded on a regular basis. Staff help children to learn about keeping themselves safe through conversations and topics. For example, they remind children why it is not safe to walk while drinking from beakers and why they must always hold on when walking down the stairs. Knowledge and understanding of child protection procedures is good. Staff have a thorough awareness of the signs and symptoms of abuse and are confident to report concerns. There is a thorough and robust child protection procedure in place, as well as a designated person, who has attended training in child protection and who is available to provide advice and support for staff, parents and children.

The nursery is split into three rooms, two of which are annexed to provide separate areas. Children are allocated to the rooms in the nursery according to their age and stage of development. Each of the rooms is of a sufficient size, with an integral quiet area for children to rest and relax. There are a wide range of high quality and developmentally appropriate resources available, which meet safety standards. These are organised effectively in storage containers, most are stored at heights which are accessible to children and all additional resources are available to children, on request. Consequently, children are able to independently access most resources and make decisions about their own play and learning. Suitable furniture is

available for children, to protect their safety, such as highchairs for babies and booster seats and harnesses for toddlers, to enable them to sit safely at the table. The regular checking of furniture, toys and equipment ensures that the children are kept very safe at all times. Children share access to a fully enclosed outdoor play area, there is a reasonable sized paved area where children are able to ride bikes and other ride-on toys, and a lawned area, where toddlers and babies are able to use the slide and seesaws to help progress their physical skills. The nursery provides a pleasant environment in which children are able to develop confidence, self-esteem and a very good sense of belonging.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are settled and extremely comfortable in the nursery's pleasant and cosy surroundings. They respond very well to each other and develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. They achieve exceedingly well because the provider and all of the staff are highly skilled and use their excellent knowledge of early years guidance, such as the 'Birth to three matters' framework to provide high quality care and improve children's experiences. Staff are enthusiastic and knowledgeable; they use their wealth of understanding to plan an extensive and inspiring range of opportunities and activities, which are structured around particular topics. All children attending the nursery have produced many artistic creations for the topics of 'On the farm', 'Winter' and 'Nursery rhymes'. For example, they have made hats, gloves and snowmen, using cotton wool, card, paint, crayons and glue. These creations are displayed around the nursery, which encourages children to feel a sense of pride in their achievements. One-year-olds are developing knowledge about texture and how things change. They make an ice balloon by filling a balloon with water and freezing it, they then experiment with the balloon by adding salt and food colouring to see what changes occur.

Children develop their understanding of the world around them and other countries and cultures through conversations and planned activities. When examining the differences between hot and cold countries they look at pictures of countries such as Greenland and China and then use paints and sponges to reproduce the pictures, cutting and gluing on white and silver paper to represent Mount Everest and the Himalayas. Babies are encouraged to develop physical skills through the use of push- and pull-along toys, shape sorters and bead mazes. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their dinner and give lots of cuddles. Consequently children are confident and have good levels of self-esteem. Babies are animated and gleeful as they roll a musical ball around the floor, delighting in the noises produced as they push the ball away from them and pull it back.

Children are well motivated, they eagerly and actively participate in and enjoy the experiences offered to them. They negotiate well with each other in their play. The staff's excellent skills in encouraging children to think and to express their ideas and thoughts contributes immensely to their budding communication skills. Staff continually talk to children and react to their language and actions and children use a variety of ways to respond and express themselves. For example, when one-year-olds are playing with the wooden animals staff ask them if they can make the noises of the animals and name them. Children are eager to make the noise of the horse and to demonstrate how the crocodile's mouth moves. When one-year-olds are playing with the pasta shapes staff talk to them about what happens to the pasta when it is cooked and prompts them to say what the dry pasta sounds like when it is shaken in a container. Babies are encouraged to join in with the words and actions to songs such as 'Baa, Baa, Black

Sheep', 'Twinkle, Twinkle', 'Incy Wincy Spider' and 'Spring Chicken', babies and young children laugh and clap excitedly as they dance along to the singing.

Staff are exceptionally attentive to children and use all available resources to promote their enjoyment of their time in the setting. When singing 'Twinkle, Twinkle', staff use a crystal star light to represent the star, holding it above the heads of young children, babies gleefully make the grasping action of the song, as they reach for the star. Children enjoy joining in with songs such as 'Row, Row, Row Your Boat', holding on to the hands of staff as they rock back and forth in time to the music. Children develop their knowledge of colour as they play a game of Lotto, they match items and colours on their cards to identical items on the game board. Two-year-olds are able to correctly identify green, blue, yellow and purple. There is a good range of equipment and toys to promote imaginative play and children play well together, with resources such as the home corner, kitchen and dressing up clothes. This enables children to develop excellent social skills.

Nursery education

The quality of teaching and learning is outstanding. The manager and staff delivering the Foundation Stage demonstrate a comprehensive knowledge and a secure understanding of how young children learn and progress. Planning covers all areas of learning very well and links clearly to the stepping stones. The detail in planning for adult-focussed activities is excellent and there is written differentiation of activities in the planning, in order that it is clear how activities should be adapted for the diverse capabilities of children. Also, the good key worker system and the knowledge of staff enable them to adapt activities to suit the educational needs of individual children, with more challenges being provided for children, as they develop their competency and skills. Current observation records for children receiving nursery education are completed on a regular basis, they detail what children have achieved and learned through activities and they show planning for the next steps in each child's learning. The information from observations is efficiently used to assess how children are progressing along the stepping stones.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They are very secure with staff and have very good levels of self-esteem. They are confident in initiating their own learning and are consistently well occupied by the innovative and exceptionally interesting activities. Children demonstrate consideration and are polite to each other as they wait patiently in line to go outside for their music lesson and to visit the toilet. Their self-help skills are promoted well during everyday hygiene routines as they are all encouraged to use the toilet and wash their hands independently. Children's verbal communication skills are excellent. All of the children attending speak clearly and assertively, talking about their personal experiences. They are able to put their thoughts into words, discussing who bought them to nursery and what form of transport they took. Younger children colour in a picture of their method of transport, while more able children draw and then colour in their transport method. Children are very caring towards each other and play together amicably. For example, four-year-olds assist two-year-olds when playing outside, by helping them to fill up the containers with water and carrying the containers to the water tray for them. When children arrive in the morning they use a feelings key ring to demonstrate how they are feeling that day and then place a sticker depicting their feelings on the registration board. Children are encouraged to discuss how they are feeling and to think about the emotions of their friends. Consequently, children are learning to appreciate the sentiments of others and developing a strong sense of self.

Children speak clearly and are confident, happy to talk to both adults and other children. They are able to recognise their own names for registration time and most children are able to recognise other signs around the room and the nursery, as they develop their reading skills. They often self-select and look at books independently. The good range and organisation of books encourages children to access books and to develop their reading skills. There is a comfortable area available for children to relax, enjoy quiet time and read books. Children often approach staff to read them stories and staff are always willing to sit down and read to children. Children are encouraged to develop an understanding of how stories are structured; staff prompt children to discuss the characters, the author and illustrator. Books are held so children can see the writing and pictures and staff ask children about the story as it is read and encourage them to predict what will happen next. When children ask questions or offer comments on the story staff are eager to engage them and promote their understanding of the narrative. When growing cress children are shown the instructions on the pack and helped with any words or letters they are not familiar with, they are then encouraged to follow the instructions to plant their cress. This approach helps children to develop an understanding of the purpose of written words and to use this understanding to promote their learning. Children's vocabulary is significantly extended by staff introducing and consistently using appropriate words and vocabulary. For example, when children are playing with magnets, staff explain the terms 'attract' and 'repel', clarifying what they mean and encouraging children to use these new words in their play. Staff create many opportunities for children to develop their writing skills, by encouraging children to write their own names, to label their plant pots and to use writing as a tool in their play.

Children's behaviour is managed very well and they enjoy being in the calm and caring surroundings. They are gently reminded not to run in the nursery, to hold onto the banister when going downstairs and to treat each other and the resources with respect. This promotes children awareness of appropriate methods of behaviour and increases their understanding of suitable conduct. The rooms and the outside play areas are very well-organised and offer vibrant, interesting and appealing environments, with an excellent range of developmentally appropriate resources. Children's counting skills are promoted in everyday activities; they are encouraged to count the candles on the birthday cake, when reading the story. Three-year-olds are able to say that there are seven candles, which means that it is the character's seventh birthday. They are regularly asked to count items during routine activities and games and to calculate how many items they will need for activities. For example, they count how many scoops of porridge oats and water they need when making porridge and how many fruits they liked when taking part in the fruit tasting activity. Children's mathematical skills are further progressed as they match the number of toy houses to number cards, developing their understanding of the relationship between numbers and numerals. Mathematical language is frequently used in play, as children enthusiastically sort baby clothes and blades of grass into groups by size, describing to staff which are the longest and shortest. They use both their judgement and the weighing scales to assess how heavy a variety of vegetables are, then record their findings on a chart. Children are motivated very well by the dynamic and focussed attitude of the staff, who use routine activities to help children achieve their full potential in all areas of their learning. They continuously question children and use effective methods to help them learn and develop. For example, during meal times children are asked to describe where their cutlery is in relation to other items on the table. They are able to use positional language to describe where the knives, forks and spoons are. Consequently, children's mathematical skills are progressing very well.

Staff use effective and appropriate means to sustain children's attention, they sit with children, ask questions, which are suitable for each child's level of understanding, and help to expand

their learning and enjoyment during all activities. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are topics to help children learn about nature and the world around them. For example, they take part in growing a variety of plants in both the outdoor area and inside, such as peppers, beans and tomatoes. They water their plants and patiently wait for them to grow. As the nursery is situated within the grounds of a large park the children are in a unique position to enjoy a wealth of experiences that the park offers. They regularly go for walks in the park, observing the changes in nature, collecting leaves, seeds and flowers, for their topics and watch the creatures on the pond. The children enjoy watching the park keeper cutting the grass, discussing amongst themselves what colour the grass is and what the park keeper is going to do with it. When taking part in the topic on seeds, children collect seeds, they plant them and see what grows from the seeds, they taste a variety of different seeded breads and pomegranate seeds, when exploring which types of seeds are edible. Staff provide children with a wealth of opportunities to find out how things work and children are able to operate a variety of apparatus with confidence and ease. They acquire knowledge of how magnetic fields work when playing with the magnets, staff encourage children to attempt to pick up a variety of items and to use the magnets through a range of materials, to find out which block the magnetic field. Children have access to a computer to help them develop their awareness of information technology. They are confident and purposeful when using the computer, able to open programmes and operating the mouse on the computer to choose options on the educational games available. Children are confident in using the mouse to match the fruit to the correct colour baskets. Staff consistently and continuously promote children's enjoyment of activities by maintaining a very good rapport with children and by praising them at frequent opportunities to ensure that all children are proud of the achievements they make during their time in the nursery.

Children benefit from participating in a wide range of physical and creative activities. They enthusiastically join in with potato hunts and races, able to manoeuvre their bodies with ease and confidence. Their awareness of their bodies is extended as they talk about the five senses and take part in exercises to use all of their senses and expand their understanding of how each of the senses works and what purpose they serve. Fine manipulative skills are developing appropriately, children demonstrate good control as they make peapods out of play dough and cardboard. They delight in using the shovels and spades to find the buried play fruit in the sand and then use a variety of tools to try to make replicas of the fruit, by moulding the sand into shape. Children respond well to a wide range of creative activities. They produce a variety of pictures and artistic creations for each topic. For example, they have made igloos and teepees for the topic on homes, using a variety of materials and methods to construct them, along with furniture to put in the homes. The abilities of more able children are always fully extended, as staff encourage them to do more, by making their furniture, windows and doors to scale. Children's imaginative skills are developing well. They enjoy playing in the role play area as well as dressing up to re-enact the stories they have read. Staff facilitate children's play, and help to promote children's enjoyment of their time in the setting, by encouraging older children to assist younger ones in re-telling the stories. All children enjoy dressing up and engaging in imaginative play, using the extensive range of high quality imaginative resources available. Staff allow children to develop their own play and only become involved when they are able to progress the activity or children's learning. Children are vibrant and joyful in their play, as they dress up as police officers, princesses and aliens, eager to show off their ensemble to adults and explaining why they choose sparkly shoes to match the elaborate dress. There are regular opportunities to play with musical instruments and explore musical sounds and rhythm. A music teacher visits the setting on a weekly basis, children are eager to join in the very well-planned activities, shaking their shakers and tapping their drums, according to both spoken

and pictorial instructions. They are animated and excited as they join in the music games, responding with enthusiasm to the vibrant and innovative approach used by the inspiring and talented teacher. All children thoroughly enjoy their time in the setting and are developing their learning exceptionally well through stimulating play and the innovative approach of the exceedingly dedicated and proficient staff.

Helping children make a positive contribution

The provision is outstanding.

Staff have a very good understanding of equal opportunities and use this knowledge successfully to help children learn about the world around them. There are a high quality and wide range of play materials and activities to help children develop positive attitudes towards their own and other cultures and beliefs, and to disability and gender. Different festivals are celebrated, such as Divali, Chinese New Year, Christmas and Easter. Children have additional opportunities to learn about other cultures and countries through topics, role play and stories. Children dress up in a range of cultural clothing and hats during free play, staff encourage children to develop an understanding of the cultures and countries that they originate from by showing them books and pictures of the place of origin and proving easy to understand information. When three-year-olds choose to wear a Chinese peasant hat, staff explain that they are large in order to keep the sun off the faces of the people working in the fields, to keep them cool. There are also a number of displays around the nursery depicting different languages and cultures, with pictures, books and musical instruments.

Staff have a secure understanding of learning difficulties and/or disabilities, and the nursery's policies and procedures promote inclusion for all children. The setting works in partnership with parents to ensure appropriate support is provided to all of the children attending. There is an identified member of staff, who has attended training and who is able to provide support for children with additional needs. The nursery also links with outside agencies to assist children in their progress. Children with learning difficulties and/or disabilities are flourishing in their development and progress, due to the dedication, professionalism and understanding demonstrated by all staff. Parents are actively involved in children's care and any concerns are dealt with in an innovative and considerate manner. For example, staff use a camcorder to record how well children are interacting to dispel parents' concerns. As a result of this inspiring attitude and exceptional attention to both parents' and children's needs, children are enabled to exceed expectations and progress significantly in their development and learning.

Staff have high expectations of children's behaviour and there is a very strong emphasis on focusing on good behaviour. Children's natural curiosity and questions are dealt with in a sensitive and considerate manner, they are cherished and appreciated as individuals and staff gently explain why younger children have to wait their turn for some activities. Children's self-confidence and sense of worth is developed well by staff with the use of encouragement and praise during their play. The reward system in place encourages children to think about the way that they behave and to be proud of their own achievements. Their behaviour is excellent because the staff are clear about the need to promote children's positive behaviour and self-esteem. Children demonstrate care and concern for each other, playing together amicably. They take turns and share well; they are eager to help each other during outside play sessions, assisting younger children by carrying containers of water and all children help to put toys away when it is tidy up time. Children's spiritual, moral, social and cultural development is fostered.

The provider and staff foster excellent relationships with parents, which contributes considerably to children's well-being in the nursery setting. The nursery actively seeks parent's views on their child's needs and interests before the child starts at the setting and on a regular basis during their time there, as they develop new skills and achieve milestones in their development. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded to ensure that continuity of care is promoted. Parent information boards are displayed so that parents can see what activities their children are doing and how they are progressing. Summaries of the comprehensive policies and procedures are supplied to parents in the initial information pack, along with additional information on what sort of activities are available to children. The full range of policies are available in folders, which detail how the five outcomes for children are met. Additional information is provided in these folders, such as pictures showing children taking part in the extensive range of activities available and articles providing additional information. For example, articles promoting the benefits of outdoor play and detailing hygiene procedures in regard to the storage of food. Daily diaries and extensive recording of children's progress and achievements ensures that all parents know how their children are progressing and developing and that children are able to make consistent improvement in all areas of their development. Parents are asked their views on the nursery through regular questionnaires, suggestion boxes and parents evenings, in regard to the care and education their child receives. When any issues are raised they are addressed and feedback is given.

The partnership with parents and carers of children who receive nursery education is outstanding. Initial information is provided to parents when children begin to receive nursery education. Staff are available to provide additional information on the Foundation Stage to parents and details of planning and individual topics are displayed for parents to read. There is an 'open-door' policy in place in the nursery, which enables parents and carers to come in at any time to chat to staff about their children. Cards and letters of support and gratitude from parents indicate that they are exceptionally happy with the care their children receive.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised very well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are extremely comprehensive and effective procedures in place for the recruitment and selection of staff. This helps to make sure that those looking after children are suitable to do so and are committed to ensuring that children receive an optimum level of care and attention. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day-to-day care and development. The key worker is the main point of contact for parents and carers, and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. However, the attendance register is not always completed promptly, upon children's arrival and departure. Consequently, it can not be ascertained that the hours of attendance recorded are accurate, which has the potential to impact on children's safety and security in the setting.

The leadership and management of the setting is outstanding. There are meticulous, clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified, experienced and exceptionally dedicated staff. Effective guidance is given by the

management to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. Management are very clear about their roles and responsibilities in providing a high quality service to the children and their families. All staff have a high regard for developments in early years and successfully follow an approach in line with the 'Birth to three matters' framework and the Foundation Stage curriculum. Staff have, and continue to undertake appropriate training to enhance their existing meticulous practice and extensive knowledge, enabling them to provide high quality childcare. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 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):

- ensure that the register is completed promptly, in order that an accurate record of the attendance of children and staff is maintained.

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