



Princess Christian Day Nursery - Bedford

Inspection report for early years provision

Unique Reference Number	EY236804
Inspection date	13 January 2006
Inspector	Margaret Coyne / Susan Tuffnell
Setting Address	Manton Lane, Bedford, Bedfordshire, MK41 7NY
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Registered person	Leapfrog Day Nurseries Limited
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 good.

WHAT SORT OF SETTING IS IT?

Leap Frog Day Nursery is part of the Nord Anglia corporation which was established in 1972. It now operates the Bedford site opened in 2002 and is situated on the outskirts of Bedford. Children share access to 9 base rooms and a secure outdoor play area. There is a flexible multi-purpose reception corridor for alternative activities. Staff, kitchen and laundry facilities are grouped together away from the children's areas. A maximum of 100 children may attend the nursery at any one time. The

nursery is open each weekday from 07:30 to 18:00. The nursery is open for approximately 51 weeks of the year.

There are currently 85 children aged from 3 months to 4 years on roll. Of these 27 children receive funding for nursery education. Children attend from a wide catchment area. The nursery currently supports a number of children with special educational needs.

The nursery employs 24 staff. Of these 13 staff including the manager hold appropriate early years qualifications. There are 4 staff currently working towards a qualification.

The nursery receives support from an early years teacher and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through extremely well-planned daily routines and topics which focus on independence skills and keeping children healthy. Older children have a secure awareness of how and why we wash our hands and when it is important to do so. For example, before meals and snacks and after messy activities. Younger children develop their understanding through watching others, discussion and through the positive role modelling of the adults. The children are protected from infection through effective hygiene routines which are practised by the nursery. For example, the high level of well-maintained, clean toys and equipment, activities that relate to a healthy child such as a topic 'me, myself and I' and the emotional well-being of younger children. Efficient nappy changing routines and toilet training methods and a sick child policy also contribute to a healthy child. However, staff and adults wear outdoor shoes in the baby room which puts babies at risk from infection. Staff are well informed about children's health issues and enhanced records and documents are in place. A high level of staff hold first aid certificates and are confident to administer first aid to the children to prevent them becoming distressed or incur further infection.

Children benefit from a healthy diet. The nursery continually works towards developing the healthy meals and snacks to promote healthy eating with the children. The meals on offer cater for the children's various dietary needs with dietary alert forms displayed for staff. For example, children on gluten free diets or other food allergies. Other cultural foods are explored and promoted as the cook prepares food items such as Indian samosas and spring rolls. This enables children to gain an understanding of healthy food in other cultures. The monthly menus are planned in advance with all ingredients being fresh and appetising which is demonstrated in the enjoyment children have of their meals. A pleasant, happy and social occasion is created for the children to encourage them to gain social skills and manners while also trying new tastes. Children have opportunity to use appropriate cutlery and all children are becoming skilled using it. Some staff sit with the children at meal times

enjoying the same food the children eat. Older children are able to serve themselves and this increases their independence and self-reliance. They are able to eat at their own pace and are not made to feel rushed. Conversations take place at meal times around the food and what food is good for us. This helps children gain a healthy respect for food and how it can make them strong. Younger children are very well supported by staff. They are encouraged to persist when feeding themselves either using spoons or fingers. Babies and toddlers enjoy meal times because the staff create a happy and relaxed atmosphere. Children have access to fresh drinks throughout the day.

Children enjoy a stimulating range of equipment to promote a healthy life and their physical development. They are keen to use their physical skills and develop these further through well-planned activities both indoors and outdoors. The garden has been planned to incorporate different activities which encourage the children to use their bodies keeping fit and healthy. Children move with confidence and skill as they ride scooters, cars and bikes. They thoroughly enjoy using child size spades to collect leaves scraping them together and putting them in a bag. Children have access to climbing and balancing equipment and the more adventurous use this well. All children have access to the soft play room and children were observed having fun building obstacle courses and enjoying the ball pond. Younger children join in activities which are often adapted to meet their stage of development and staff are on hand to support and guide their play. Babies mobility is developing with the use of low-level furniture, walking aids and space to roll and crawl. This aids their muscle control and confidence to walk. Children's hand and eye coordination is well developed as they play with small world figures, manipulate jigsaws and one handed tools. Scissor control with the pre-school children is very good as they cut out snow flakes for themselves. Staff use the 'Birth to three matters' guidance well to provide an exciting range of physical play experiences for younger children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is of high priority within the organisation of the nursery. Staff are vigilant when recognising hazards and take positive steps to minimise these. Systematic risk assessments 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. A health and safety coordinator oversee this throughout the nursery and all staff receive updates to their training. Each area of the setting is well-planned, with space for children to move freely and safely around activities and play areas. Well implemented safety and security precautions are in place to promote and safeguard the children's welfare. 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 necessary to help children participate in their own safety. For example, not running inside or throwing sand and toys. All suitable safety measures are in place to protect the children from harm such as, socket covers, high handles, fire safety equipment and fire alarms and an excellent security system at the front door and corridor.

Children use a broad range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are well-planned and organised throughout the setting with child height storage units to encourage children to become independent and gain safe access to their resources. Children play an active role in their own safety. They help to tidy toys away and notify an adult if something is broken. Sensitive reminders by staff encourage children to share in the responsibility for their own safety and that of others. For example, having clear rules about how many children may play at an activity. Most 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. This helps children gain an awareness of safety and take some responsibility for looking after their equipment. In the rooms with less mobile babies all equipment is bright and cheerful, easily accessible and promotes mobility. A good level of supervision is maintained by staff to support and guide the children during their play.

The overall environment throughout the nursery is bright, cheerful and child orientated. There are colourful posters and information boards for children and parents. Children's work is well displayed to give them a sense of achievement and pride in their own work. In the sleep areas defused lighting helps create a calm and relaxed atmosphere for younger children to settle and sleep. The outside play area is well-planned with soft safety surfaces, a covered area and a range of static equipment. The nursery does experience some drainage problems with the grass areas but this does not detract from the children's enjoyment.

Children's welfare is safeguarded and promoted through current policies and procedures for the protection of children. Staff are secure in their knowledge about child protection and all procedures are in place and implemented. The nurseries good practise ensures any concerns are dealt with in a sensitive and confidential manner. There is a procedure in place to clearly show the steps taken in the event of any allegations made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented 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 purposeful awareness of the 'Birth to three matters' framework and this has a positive effect on the younger children's enjoyment and achievements. Staff plan activities in line with this framework and have gained a secure knowledge about what children can learn. 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. They clearly benefit from the routines which are consistent with those at home. Younger children exhibit great delight when joining in with activities based on 'me, myself and I' they use items such as mirrors, finger painting and winter clothes to

discover who they are and what they like. 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. Younger children are eager to take part in activities and join together with others. For example, two children are very animated as they talk about the weather and sing the first line from the song 'It's raining it's pouring'. Children's mobility is extended through the first hand support offered by staff as they move freely and easily around the room. Children of all ages and abilities use a range of creative materials such as finger painting, sticking, printing and other messy activities. Children learn through these experiences and are directly involved and interested in their play. Children learn about responsibilities and are allowed to make errors, decisions and choices as they select activities and share their play with others. Imaginations are widely used with the under three's as they play in the home corner cooking pasta and interacting with others. 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 security and this has been achieved by the consistent support and direction of staff. Older children are able to resolve their differences when any conflicts arise. They are encouraged to talk about it and find their own solutions. This provides children with tools to become aware of the needs of others and negotiate differences. Younger children often seek out staff to share experiences with or to gain support for an activity.

Nursery Education

Children are absorbed, engaged and happy in the activities provided. Staff are skilled at extending the range of activities which supports the children's learning and enables them to make progress. Children have a strong sense of belonging as they greet each other and seek out friends to share play with. Some children become monsters and encourage others to join in the game as they growl and 'scare' those around them. Behaviour is generally good as the children are getting to know the routines and what is expected of them. Their enthusiasm is infectious and helps less confident children join in and feel part of the group. Children talk about their feelings with staff and can verbalise what makes them happy or sad and how they can make others happy by being kind. Older 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. Staff ensure children have purposeful opportunities to learn through play. They know the children's starting points to encourage them to develop the skills required in order to learn.

Children enjoy using language in their imaginative play and during group discussion. During story time children thoroughly enjoy the story of the 'Bear Hunt' joining in with well known phrases and asking for the story to be read again. Later children were observed reading the same story to each other, nearly word perfect, copying the adults mannerisms for the story telling. However, the book corner is uninviting and few children were observed using this area for pleasure. Children enjoy using their mark-making skills and confidently use a wide variety of tools. For example, children write letters to friends and use pencils and paint to make marks. Some children attempt to write their name and can describe words they have written. Most children are secure recognising their own name on cards and placemats and names of other children. Simple labels around the room develop children's early word recognition.

Children have a growing concept of matching, sorting, size, shape and simple problem solving skills as they take part in many activities such as laying the table, shape printing, looking at different sizes of items and placing them in the correct order. When playing the game 'empty the bowl' they use a dice to select the correct number of items to be removed from a bowl. Staff provide children with opportunities to extend their knowledge and understanding of the world around them. They take 'Scruffy Fluffy' the bear on holiday with them and return with photographs of their adventures. They are able to explore insects and winter clothes with magnifying glasses to discover how they can enlarge items to see more detail. Simple science is planned within areas such as melting and freezing ice so children can gain a concept of how things change. However, children have limited opportunity to discover how things grow or explore how inanimate objects work. Themed days help children understand how people help us as they receive visits from the police and fire service. This also helps them gain an understanding of keeping safe. Children enjoy many varied creative activities most of which have a personal interpretation. For example, children have made cotton wool snowmen, and penguins in line with their theme and take part in a group display with igloo, Eskimos and polar bears. However, children have limited opportunity to create spontaneously using their own imaginations and skills. Role-play provides children with opportunity to express themselves during familiar and unfamiliar experiences and this is an area that is being further developed by staff's imaginative ideas. Children thoroughly enjoy taking part in singing and action songs. Children with more confidence happily stand in front of the group and sing a variety of songs and rhymes.

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. A system 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 give clear evidence of the children's progress and achievements and any gaps can be quickly identified to inform future planning. Each child has a full portfolio containing examples of their work and comments. This links into the development record covering the stepping stones and is shared with parents.

The quality of teaching and learning is good. Staff enrich the experiences for all children with well-planned activities and resources. They have a good awareness of children's starting points and use this to plan the next steps in their development. Consistent staff impacts on children's confidence and security within their base room. Sensitive settling in procedures builds on this giving children confidence to participate. Staff know the children well, know when to step back and let the children take over an activity, creating a realistic balance between adult-led and child-initiated play. This gives children the skills to succeed in most given tasks. Staff are excellent role models and inspire, praise and encourage children to try things for themselves. They encourage children to gain the confidence to succeed and support them well as they aspire to do so. Staff are skilled when motivating the children and know how to capture their interest by involving them in activities they can extend for themselves. For example, making snowflakes and when engaging in imaginative play. However, some areas of the daily routine are very rigorous which impacts on the children's ability to work at their own pace. Children are progressing well, supported by the

staff's team confidence and secure knowledge of the Foundation Stage curriculum and their varied skills and expertise to deliver a sound educational program to the children. Planning is detailed and covers all areas of learning comprehensively. This gives a clear picture of the aims and objectives of each activity. 'Together time' sheets identify the named activity and the learning intention, the area of learning and where they meet the early learning goals. They show how activities can be extended into other areas of learning, resources for the activity and how parents can become involved at home. The focus activity plan clearly shows the activity, the grouping of children, the main learning intentions, key vocabulary to introduce, resources, how the activity can be adapted for individual children and an evaluation of the activity. Staff are enthusiastic, patient and caring and this impacts greatly on the children's enjoyment and learning.

Helping children make a positive contribution

The provision is good.

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 take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter, Strove Tuesday, Chinese New Year and Diwali. Staff use their imaginations and those of the children to promote their experiences. For example, turning the home corner into a Chinese restaurant. 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. 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. Children thrive in their environment where they are engaged and nurtured free from any type of stereotyping. Staff are clearly committed to supporting each and every child in order to meet their needs. Detailed pre-registration forms gain full information from parents about each child in order to fully meet their needs. Children attending at present with a special need are included in all activities and happily take part with great confidence and sense of well-being.

Children are gaining a worthwhile understanding of the 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. 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 understanding between right and wrong. This also has the effect of building their managing skills and self-reliance. Highly effective behaviour management defuses situations and distracts and engages children in worthwhile activities. For example, when some children both wanted the same bowl staff managed to distract a child asking her to help them sweep up some pasta from the floor. Children share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and being kind to our friends. Older children gain a good awareness of this through activities learning to express their feelings. Staff are caring role models for the children, creating a calm, positive, fun and interesting environment in which they thrive. Staff have high expectations for all children.

Partnership with parents is good. This has been developed and contributes significantly to the children's sense of belonging, security and well-being. Parents' play an active role in their child's care and a two way sharing of information is encouraged with the use of daily communication sheets and verbal discussions with key staff. Parents' are invited to regular open days and events and have appointment times for more formal exchange of information about their child's progress and achievements. 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 been informed about the 'Birth to three matters' format and how the nursery implements this. Information about the Foundation Stage and curriculum is available to them so they gain an understanding 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 child. A settling in sheet is provided when children move into the pre-school room to provide a clear picture of how children have settled and any comments or thoughts parents wish to share.

Organisation

The organisation is good.

Children's care is greatly enhanced by the quality of organisation. Leadership and management is good. This benefits the children as they move through the nursery from baby room to pre-school. The nursery manager continually enhances her knowledge through training and provides a thorough training program for staff. The manager is responsible for all aspects of the nursery including staff supervision and employment, ratios and deployment, operational plan, staff training and qualifications. She is well supported by head office who regularly update their policies and procedures in line with current legislation. All staff have a secure knowledge of the National Standards which they apply throughout the nursery. This is enhanced with their knowledge of the 'Birth to three matters' framework. High regard for the well-being of the children, their group sizes, adult support and well-planned activities, contribute to children's enjoyment and achievements. The manager and room leaders work very well together and have built a positive and dedicated staff team. The re-organisation of staff in some areas ensure staff are motivated and work in rooms where their experience allows them to enrich and promote the care and learning opportunities for children. An inclusive environment has been created which clearly shows that each child matters.

The nursery is very well-organised with both indoor and outdoor space effectively arranged to maximize the play opportunities for children. This leads to an extensive, imaginative and safe environment the children can enjoy. Excellent use of low-level storage units in all rooms enables children to develop independence and contribute to the safe organisation of their own environment. Children are able to take part in this organisation by helping to tidy away items used in the appropriate marked containers and shelves.

Highly effective organisation of all records and documents ensures children's welfare.

Staff are committed to the continuous evaluation and improvement of their practice. They regularly monitor and improve the quality of their care through comprehensive evaluations and staff meetings. New staff have a well-planned induction process to follow and sign to state they have read and understood the policies and procedures. They are appointed a mentor to help them settle in to their role. All complaints are logged and procedures are met in a robust manner. The manager and deputy manager work closely with staff, visiting the rooms throughout the day to ensure all procedures are met and staff are able to implement them successfully. This enables them to support any staff and ensure the welfare of the children is safeguarded. The leadership and 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 an effective induction and assessment system is an integral part of this process. The overall team spirit and morale has improved throughout the nursery with the high levels of support and pastoral care provided by the management team. Some areas for improvement have been identified by the management team and an action plan is in place to ensure suitable strategies are developed to evaluate and improve the care and learning for children. Overall, the needs of the children attending are met.

Improvements since the last inspection

At the last Children's Act inspection and through the complaints investigations the nursery was asked to take action to improve their records and documentation, to develop staff's knowledge and practise, to provide a suitable range of resources to promote safety and precautions to prevent accidents, to ensure ratios are maintained and to ensure children have access to drinking water. The nursery also agreed to recommendations relating to improving children's independence, to look at risk assessments, to implement the 'Birth to three matters' framework and to review the operational plan.

All actions have been met. All records and documentation relating to sleep arrangements for young children are in place. The accident book is linked to the risk assessments to help reduce risk to the children. Written procedures have been developed detailing job descriptions and responsibilities for all staff. Staff are managed by room leaders and overseen by the manager and deputy manager. Staff supervision and appraisals are carried out to ensure they can meet the needs of all children. An equal opportunity policy is in place and consistent with current legislation. Staff have further training on equality of opportunity during their induction procedure. A special needs policy is in place and the manager has undertaken special needs training in order to meet the needs of the children. Systems are in place to support children including individual education and play plans. Staff's awareness of the behaviour management policy and procedures have been raised and these are well implemented throughout the nursery. A parental communication and complaints log has been put in place to record any complaints and share action taken with parents. All staff's knowledge and understanding has been raised with child protection issues. The manager is the designated person and has received training in this area which she cascades to all staff. A suitable range of resources have been put in place to meet the developmental needs of younger children and to promote equality of opportunity for all children. Training opportunities have been

provided for staff to increase their knowledge and awareness of health and safety. New staff have a suitable induction period and are appointed a mentor to assist and guide them in meeting the needs of the children. Ratios are met in each room. Records clearly indicate the deployment of staff and ratios in each room. Water is freely accessible to children and in the baby room drinks are offered regularly by staff.

All recommendations have been met. Low-level storage units and shelves are situated in each room to promote children's independence. The accident record is linked to the risk assessment to reduce risks to the children. The 'birth to three matters' framework has been successfully implemented including planning and assessments for each child under 3 years. A comprehensive operational plan is in place which is evaluated and reviewed annually.

At the last educational inspection the nursery was asked to ensure that planning and organisation meets the needs of all children, to improve the acquisition of early reading and writing skills and to develop and broaden children's experiences of knowledge and understanding of the world.

These issues have been met in most areas. More activities have been extended to improve the learning opportunities for older children and to enable younger children to receive more support and direction. Additional planned activities have been implemented to encourage early reading and writing skills. A mark making area has been provided which children freely access and extend into other areas of play such as role play. A discovery area has been developed to increase the resources and activities available for children to explore and investigate. However, this area could be further developed to extend opportunities for children to experience how things grow and discover how things work.

Complaints since the last inspection

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.

Concerns were raised about the treatment of children by staff members. These concerns relate to National Standards 1: Suitable person, 2: Organisation, 6: Safety, 11: Behaviour, 12: Working in partnership with parents and carers, 13: Child protection and 14: Documentation. Ofsted investigated by making an unannounced visit on 14th November 2005 and as a result set 5 actions. These were under standard 5: to ensure that staff are clear with information they give parents (linked to sleep arrangements within the nursery); standard 7: ensure accidents and incidents are clearly recorded; standard 8: ensure that drinks are available at all times to children throughout the nursery; standard 12: to ensure that all complaints made by parents are dealt with and an account of the findings, and any action taken to be shared with parents; and standard 14: to ensure a record is kept of all complaints. A satisfactory response to the actions has been received and the provider remains qualified for registration.

Concerns were raised relating to management of the provision. Standard 2: Organisation, care and interaction by staff with children, Standard 3: Care, Learning and Play, injuries to children and supervision by staff, Standard 6: Safety, and bullying and general behaviour management under Standard 11: Behaviour Management.

An unannounced visit was conducted on 14 March 2005 and three actions were raised under Standards 2 - to ensure ratios are adhered to at all times; Standard 6 - to ensure that accident records are accurately maintained and used to inform any risk assessments and Standard 11 - to ensure there is a designated named person responsible for behaviour management. The provider has been given a set time limit to take steps to meet these actions. The registered person remains qualified for registration.

Concerns were raised under Standard 6: Safety and Standard 8: Food and drink, because a vegetarian child had been given meat. Ofsted investigated this concern by carrying out a visit on 07/10/2005. A compliance notice was issued under Standard 6 requiring the provision to update the written procedures to promote safety within the setting and ensure proper precautions are taken to prevent accidents at all times and to demonstrate how written procedures are implemented and communicated to staff to ensure staff are aware of their roles and responsibilities and adhere to the procedures at all times. Compliance was checked at a further visit on 14/11/2005 and actions were being met. The provider remains qualified for registration.

Ofsted received a complaint in respect of National Standard 7: Health. Ofsted discussed the concerns with the provision manager and an outside agency. Ofsted is satisfied that the provision had taken appropriate action that no further action was necessary. The provider remains qualified for registration.

Ofsted received a complaint about biting incidents at the nursery. This raised concerns under National Standard 11: Behaviour Management. Ofsted asked the provider to investigate the concerns and report back. A response was received from the provider. The information was reviewed by Ofsted and a recommendation was made that 'action taken to address parents' concerns are discussed with parents in a timely, sensitive and appropriate manner'. The provider remains qualified for registration.

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 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 a suitable hygiene procedure is in place and implemented in the baby room with regard to the wearing of indoor shoes

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):

- plan the environment to ensure resources are interesting and inviting to encourage children to use them, with regard to developing the book area, provide resources for children to create spontaneously and to provide resources for children to freely explore and investigate how living things grow and change and how inanimate objects work
- develop daily routines to allow children sufficient time to work at their own pace.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk