

Teddies Nurseries - Chesham

Inspection report for early years provision

Unique Reference Number	EY254074
Inspection date	06 March 2008
Inspector	Sonjia Nicholson
Setting Address	107 Bois Moor Road, Chesham, Buckinghamshire, HP5 1SS
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Registered person	BUPA Childcare Provision 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?

Teddies Day Nursery opened in May 2003. It is part of the Teddies Nurseries group, a chain of nurseries owned by BUPA. It operates from a two storey renovated building in Chesham, Buckinghamshire and serves the local community and surrounding villages. Children are cared for in four rooms on the ground floor and one on the first floor. In addition, on the ground floor there is a milk kitchen, a sleep room, children's toilet facilities with nappy changing areas, a kitchen, laundry room, staff room, staff toilet and an office. There is a small enclosed outside play area.

The nursery is registered to care for 58 children under five years and there are currently 139 children on roll who attend various sessions throughout the week. There are 31 children in receipt of nursery education funding. The nursery supports a number of children who speak English as an additional language and who have learning difficulties and/or disabilities.

The nursery opens five days a week from 08.00 to 18:00; parents are able to book an early session from 07.30 or stay late until 19.00. It is open for 50 weeks a year but closes for Christmas, New Year and Bank Holidays.

There are fourteen staff who work with the children, nine of whom are qualified to level 3 with the remainder working towards a level 2 qualification. The manager holds a level 3 qualification and is supernumerary. The nursery also employs two cooks to prepare meals on-site.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children who require medication during their time at the setting stay healthy because staff follow thorough procedures to store and administer it. For example, if children have prescribed medication from a doctor they must stay at home for 24 hours to ensure they suffer no adverse effects before attending. Medication is stored safely in the locked cabinet in the office or refrigerated in the kitchen so it is inaccessible to children. Staff obtain parents written consent prior to administering medication and keep accurate records which parents counter-sign. The majority of staff who work with the children are trained to deal with minor accidents using items from first aid boxes situated throughout the nursery. Details of accidents are recorded accurately on children's individual accident sheets, but transferred to a central accident file on a monthly basis. Written parental consent is in place for staff to seek further treatment in an emergency so that children receive prompt care.

Children develop good health and hygiene practices. Staff use individual flannels to wipe babies hands before snacktime and older children routinely wash their hands in the bathroom using soap and paper towels. Most of the three and four year olds bring their own toothpaste and toothbrush which they use to brush their teeth after lunch to develop good dental hygiene habits. Tissues are situated at children's level in each room so that those who are able to can independently wipe their nose; children know they must put used tissues in the bin as they contain germs. Staff follow excellent nappy changing routines to prevent the spread of infection; they wear aprons and gloves and dispose of nappies appropriately. Staff record details of nappy changes for parents' information. A sickness policy is included within the nursery prospectus which means parents are aware of the role they play in keeping everyone in the nursery healthy. Children rest and sleep according to their individual needs; babies sleep in a dedicated sleep room with cots and their own bedding. Staff record the checks they make every ten minutes to ensure children are safe and also have a monitor in place to alert them to any problems. Toddlers use low level beds to sleep on within their rooms and staff follow parents wishes as to how long they sleep. Most younger children competently use a fork to eat their vegetable risotto and older children are beginning to use a knife and fork with growing confidence; many attempt to cut their sausages on their own.

Children enjoy lots of physical play outside in the fully enclosed garden where they ride on trikes, push buggies, play in the wooden playhouse and draw around one another with large chalks. They also have access to a range of equipment to develop physical skills such as, balls, hoops and a slide. Children freely move around indoors and negotiate the stairs to the first floor confidently. They have many opportunities to go for walks in the local area such as, the common and allotments adjacent to the nursery and the play park close by. They use a wide selection of tools which develop their fine motor skills such as, scissors, pencils, stencils and paintbrushes. Children move in a range of different ways during their weekly 'Stretch 'n' Grow' session. The specialist instructor encourages children to have fun, gain exercise and learn new skills such as, moving to music using ribbons. Children begin to learn about the effects of exercise on their body as they feel their heart beating after the session and discuss the worksheet entitled 'why do I get hungry?' They talk about the reasons their body needs food and healthy

options such as, fruit. Children sometimes look at and discuss food delivered to the nursery and grow vegetables in the garden to enhance their knowledge of healthy eating.

Children are very well nourished through the wide variety of food provided. The menus have been devised to include winter and summer meals and another specifically for babies. They enjoy a hearty breakfast of cereals and toast; snacks are nutritious and include cheese, crackers, breadsticks, fruit and dips. Children enjoy sociable lunchtimes where they sit together at the table and tuck into tasty options such as, vegetable risotto, salmon and cod lasagne, beef cobbler, chicken carbonara and sausage, mashed potatoes and baked beans. Most meals are home cooked and contain fresh vegetables; a vegetarian alternative is also available everyday. At tea-time children have a substantial meal for example, vegetable spring rolls, carrot and swede soup or tuna and leeks in a white sauce with pasta and fruit for pudding. The baby menu includes lots of homemade vegetable and fruit purees moving onto food with more lumps for children who are weaning such as, chicken with potatoes and sprouts. The nursery is registered with the district council as a low risk food business and staff generally follow good hygiene procedures such as, wearing plastic aprons, however, food is transferred from the kitchen to the playrooms in uncovered containers which poses a risk. Staff encourage three and four year olds to serve their own meals but suitable implements are not always provided, for example, tongs to pick up sausages and a spoon for baked beans; as a result children have difficulty being fully independent as staff end up helping them.

Children have their health and dietary needs met because staff work very well with parents. Details of children's allergies and preferences are on display and each child has a colour-coded placemat containing their photograph, information about any allergies and which drink they prefer; this helps all staff easily identify them and ensure they do not have food that may harm them. Children are becoming aware of their own needs for example, a child knows she has a red placemat because she cannot eat strawberries. There is an effective system in place between staff and the cooks whereby they sign a sheet to acknowledge the food served to children; this means a double check takes place and children are not given unsuitable food. Children have frequent drinks throughout the day and older children independently pour their own drinks of water from lidded jugs so they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for within an extremely welcoming environment; all areas are very well maintained and there are many high quality displays of children's art work and boards containing informative and interesting information for parents and visitors which add to the stimulating environment. Facilities for both children and staff are very good. Staff have a comfortable room to relax in on their breaks and use of a separate toilet which contains lockers for them to store their belongings. The baby room is particularly spacious with a highly stimulating multi-sensory area containing soft play equipment, a ball pool, musical instruments, rattles, textured toys and exploratory toys. A separate area with low level tables is used for mealtimes and messy activities. The other playrooms are equally inviting and fully equipped with high quality care equipment and furniture. Children access a vast array of age-appropriate toys that are maintained to an excellent standard through regular checks. Staff play suitable music in each room which adds to the happy atmosphere.

Staff are highly proactive in creating a safe environment for children. They conduct thorough daily risk assessments both inside and outside and check and record room temperatures to ensure a comfortable environment for everyone. Risks have been identified and safety measures

include stair gates at the top and bottom of the stairs, socket covers and door guards to prevent children trapping their fingers. Staff help children learn how to keep themselves safe and avoid accidental injury by fully supervising them at all times as they move around the building and giving reminders about the consequences of their actions for example, explaining what might happen if they climb on a chair. There are rigorous security systems in place to keep children safe at all times including a coded door entry system that prevents unknown adults entering the building and children escaping and alarms fitted to all doors leading from the playrooms so staff are aware if children attempt to leave unaccompanied. Policies relating to the collection of children, a child going missing or a parent failing to collect their child are in place and staff and children regularly practise an innovative 'Intruder drill' devised to ensure they leave quickly and quietly in the event that an undesirable is able to enter the building.

As a precaution a fire alarm system is fitted throughout the building and extinguishers and a fire blanket are sited appropriately. Senior staff methodically check the fire alarm system to ensure it is in working order and evacuation drills are carried out every six weeks so children and staff know how to leave the building safely, including using the fire cot to evacuate babies. Senior staff and both nursery cooks have undertaken fire safety training as the kitchen is deemed the most likely source of a fire. Each playroom has a 'grab bag' which staff take with them when they leave the building for any reason; this contains everything they need to keep children safe and well cared for.

Children have protection from possible abuse and neglect as staff have an excellent understanding of their role; the company has an expectation that all staff attend safeguarding children training so they recognise the types and signs of abuse and know who to report their concerns to within the setting. Senior staff receive support and advice from the company Child Protection Officer and are familiar with the Local Safeguarding Children Board procedures which are shared with parents. Company procedures ensure only suitably vetted staff are employed including agency staff; staff within the nursery are vigilant in their supervision of students.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are grouped by age and have several visits to their next room when staff feel they are ready and able to move on. Each room is very busy with an extensive range of planned and free choice activities such as, making pasta pictures, investigating ice cubes in the water tray, playdough and pasta and cornflake play which proves to be very messy but great fun for the children. As a result, they show high levels of interest in what they do and appear busy and occupied. They freely and confidently move around and explore their surroundings supported by interested and involved staff. Children have fun as they dress-up in the role play area with a variety of handbags, clothes, hats and imaginary play props. Children appear very happy and settled; there is lots of movement and appropriate levels of noise as they play. They participate well at group time on the carpet where they sing familiar songs and action rhymes. Children benefit from the staff's excellent knowledge of the Birth to three matters framework which they successfully use to plan appropriate activities and assess children's progress. Staff record details in individual 'tracker' booklets which they share with parents and photographs are also used effectively to demonstrate children's involvement. The daily routine is displayed in all rooms in simple picture form for parents and children to see.

Babies receive particularly good care. Staff offer lots of interaction and cuddles throughout the day to ensure they feel settled and secure. They console children who are upset by offering

verbal reassurance, giving frequent cuddles on their laps and shaking rattles to distract them. Children's language development is encouraged at all times as staff maintain good eye contact with the children as they chat freely to them, making comments and asking relevant questions. Children enjoy listening to and singing familiar rhymes such as, 'round and round the garden' to further enhance their grasp of language. Younger children experience outdoor play on a daily basis where those who are mobile push or sit on trundle toys whilst babies sit happily in buggies as they observe what is going on. Staff use the local area well to take babies for regular walks in buggies. Children take part in a range of messy activities where they explore different textures such as, playing with jelly.

Nursery Education

The quality of teaching and learning is good. Staff plan as a team so everyone is involved and able to implement the activities with enthusiasm. They use a 'traffic light' system to aid their planning and provide a broad balanced curriculum; red for adult-led activities, amber for child-initiated activities and green for free play. Staff follow the 'SMILE' (Stimulating Motivating Imaginative Learning Environment) programme designed to help deliver the Foundation Stage curriculum and incorporate a monthly theme which they break down into weekly topics; the current theme is 'All about me'. Each child has a designated key worker who makes regular observations and includes these on the overall planning tool so it is very much linked to children's specific aims. Parents receive lots of information about the foundation stage as each room in the 'Learning Centre' for children aged three to five years contains posters, details of the letter, number and colour of the fortnight, displays of photographs and home made books which cover all six areas of learning. For example, photographs show how the children learn about maths as they measure, use mathematical language as they make 'gloop' with corn flour and water and play number games.

The head of the 'Learning Centre' is extremely enthusiastic and has developed a good knowledge of her role since her recent promotion; she has gained a good understanding of the Foundation Stage through on the job training and keenly supports less experienced staff in their role. Staff provide a comprehensive range of activities including: water play, hand printing, playing a matching game, using the computer, constructing with plastic bricks and mark making in flour. Children make independent choices about what they want to do and move freely between the activities showing good levels of concentration. They generally behave well but there are times when noise levels rise significantly for example, after lunch.

Staff effectively evaluate the planned activities to ensure the aim has been met and think about how improvements can be made. Parents receive a SMILE feedback sheet on a regular basis so they can see how their child is developing. Each child has a folder containing a tracker booklet, observation sheets, photographs and examples of their work; they show children are making good progress during their time at the nursery. Upon transfer to school key workers write a detailed transition report and create a portfolio with photographs and examples of work to share with parents and teachers.

Children are beginning to develop their independence as they find their coat on their named peg and put it on; adults offer some support to children who have difficulty doing up zips and buttons. They serve their meal at lunchtime, again with supervision from an adult and every day one child enjoys the responsibility of being a helper giving out bowls and beakers to the others. Staff take time to help children learn about emotions and to recognise how they feel. They discuss their feelings during a group discussion and draw a picture of how they feel and a child who feels unhappy receives plenty of reassurance and the opportunity to visit her brother

in the baby room to make her feel better. Children develop good relationships with one another and treat each other kindly, for example, a child bumps into another as she is not looking where she is going; she stops and puts her arm around the other child and says 'sorry, are you okay?' Children receive consistent care as very good information is shared between the rooms in the form of a booklet detailing their individual needs, likes and dislikes.

The environment is rich in print with labels, posters and books very evident; children learn phonics through a well-known system and posters relating to this are also on display. Opportunities for children to make marks are plentiful; they eagerly use whiteboard pens on the easel, access the writing table and use paintbrushes and water to make marks on the wall outside. Children link sounds to letters as they talk about the days of the week and the months of the year at registration time for example, 'M' for 'March'. Each child has a name card which they use to help them write their name independently on their work. Children handle books independently as they sit in the book corner which has a good range of fiction and non-fiction books; they hold books correctly and turn the pages, sometimes reading the story out loud using the pictures as prompts. Children are involved in making books linked to themes and topics such as, 'Senses', 'Growing' and 'Farm and baby animals'. Some children have difficulty listening within a large group which means they become disruptive which impacts on other children's learning. Staff endeavour to gain their attention and address the situation but are not always successful.

Children have many opportunities to count and make simple calculations, for example, a child counts how many red pegs she has and a member of staff asks her how many more she needs to make ten. Most children confidently count to five and beyond and are beginning to recognise numerals to 10 through the planned activities such as, sorting seven objects and using the number seven stencil. Mathematical learning is supported through displays of numbers within the room, opportunities to sing number songs and rhymes such as, 'five little speckled frogs' and 'ten in the bed' and books containing number rhymes. Children learn other mathematical concepts such as, recognising simple shapes and matching objects as they use the computer and sort and weigh bears using the scales.

Children investigate change as they mix sand and water together, make playdough and take part in cooking activities where they make muffin pizzas, cakes and fruit salad. They use a range of tools with growing confidence for example, scissors, pencils, whiteboard pens and stencils. Children independently use the computer and follow simple instructions, such as 'click on the door'; staff monitor its use and encourage children to take turns. A small group of children wait for a turn and are very interested in what's going on; they get very excited and all shout 'ready steady go!' when the program starts. Children use other real life equipment such as, tape players, torches and weighing scales and the home corner contains a toy till, real telephone and computer keyboard so they learn simple skills such as, how to switch a torch on and off. Children explore the natural world as they plant runner beans and observe their growth; they also learn about chickens as they visit some that are kept locally. At group time the children talk about the weather and complete the weather board; they agree that it is sunny but cold.

Children focus on a new colour each fortnight; currently it is yellow so they make yellow playdough and weigh yellow objects to reinforce their learning. They explore a wide range of textures as they play with sand in the sand tray, flour on a tray, coloured spaghetti, painting the table and doing foot printing. Children make cards for special events, such as Father's Day and Valentines Day using a variety of techniques. There are lots of opportunities for children to express themselves freely through painting, drawing, chalking and modelling. Staff encourage role play in the home corner which they change frequently using boxes of props including a

flower shop, hairdressers, Chinese restaurant and doctors surgery. It is currently set up as a home with dressing up clothes, accessories, dolls, a telephone and computer keyboard; children thoroughly enjoy the chance to dress up and be imaginative as they pretend to visit different places with their 'babies'.

Helping children make a positive contribution

The provision is outstanding.

Children learn about the wider world through Barnaby Bear. He is a teddy bear belonging to the nursery that children take with them when they go on holiday and have adventures. There is a lovely display in the entrance hall with a map of the world, photographs and postcards of the varied places where Barnaby has been including exotic locations such as, Australia and Bali along with seaside holidays in England. Parents complete an interesting diary with details of his journey and what he has been doing to make this an exciting way to learn about different places. Visitors to the nursery also help children learn about other cultures and the jobs that people do for example, the local police officer frequently calls in to talk to the children and the fire engine also visits regularly. A Chinese parent helped children learn about Chinese New Year during her visit and another parent explained her job as a florist when the children made the home corner into a florist shop. Within the nursery older children often visit the baby room to spend time with the younger children and watch them being fed or bathed; this helps their understanding of how to care for others.

Staff encourage children to bring a photograph from home for display on the Family Board in each room; this helps them feel settled and creates an excellent link between the nursery and home. There are a considerable number of resources to help children learn about diversity including a globe, world map, fiction and non-fiction books, dressing-up clothes, posters in other languages and male/female dolls with disabilities and differing skin tones. Children celebrate festivals throughout the year, most recently Chinese New Year where they ate Chinese food and made a dragon mask and used blankets to do a dragon dance around the nursery. Children who speak English as an additional language benefit from the fact several staff are able to speak to them in their first language for example, a member of staff sings a song in Polish.

Children with learning difficulties and/or disabilities and their parents receive substantial support from the nursery Special Educational Needs Co-ordinator (SENCO) who has completed specialist training to enable her undertake this role. Another member of staff has also completed the necessary training in order to deputise for the SENCO in her absence to ensure continuity of care for children and parents. The Area SENCO visits each term to offer support and the SENCO attends local authority Cluster Group meetings and conferences, most recently, 'Disability Awareness'. The nursery has been used a venue for local authority training courses and received a grant for doing so which they used to purchase equipment and resources. They have formed strong links with a local health visitor who has facilitated training for the staff relating to Autism Spectrum Disorders.

Staff are very clear about their role in identifying issues linked to children's development. If they have any concerns they make regular observations of the child which they share with the SENCO; she in turn speak to parents and urges them to seek advice from their doctor or health visitor. All parents using the nursery have access to the BUPA helpline where they can speak to a qualified nurse. The SENCO meets regularly with parents to discuss their child's needs and ensures pertinent information is exchanged so appropriate care is offered. The company carries out a risk assessment to ensure any children with specific needs can attend safely.

Children behave well. Staff deal effectively with any unacceptable behaviour for example, a toddler hitting another child on the head with a wooden brick. They skilfully intervene using age-appropriate strategies such as, simple explanations about the consequences of their actions and they way it makes others feel. Staff consistently encourage children to share, take turns and assume responsibility for their environment for example, to tidy away the toys after use and take turns to look at a favourite book. Children delight in the constant praise offered by staff which builds their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered appropriately.

Parents receive purposeful information about the nursery in the form of a detailed prospectus containing terms and conditions and the company ethos. There are many notice boards throughout the nursery containing policies, certificates and staff details; parents also receive a monthly newsletter which keeps them informed about what is going on. Parents' evenings are held twice a year. These are sociable events where parents can enjoy food and refreshments before having the opportunity to share their child's tracker books and portfolio with their key worker. Parents can also book an appointment at the weekly parents' surgery to see their child's key worker and discuss progress. Senior management are constantly looking at ways of involving parents and have planned a coffee morning in the Baby Room where they have invited a Development Worker from Sure Start to read stories and give parents advice about reading stories with their children at home. They will also have opportunity to collect a Sure Start pack of books and information about how to join the library. Parents receive excellent feedback about the care their child has received as staff complete a daily diary with details of what they have been doing, their food intake and sleep times. Staff read the daily entry to parents when they collect their child and also have a general chat about what they have done that day. Parents of younger children are very happy with the setting in period that staff organise and appreciate the great patience and kindness staff show to both them and their child. There is a complaints policy in place which informs parents of how to raise a concern along with an Ofsted poster containing contact details.

Partnership with parents and carers is outstanding. Parents receive good quality information about the provision, particularly the educational programme, through the detailed prospectus. A huge number of photographs are also on display which helps parents link the activities their child takes part in to the six areas of learning. There are extensive systems in place to keep parents informed about their child's progress and achievements and the setting actively encourages parents and carers to become involved in their child's learning in a meaningful way. For example, they can help themselves to phonics worksheets from a folder to complete with their child at home and they encourage them to send items to the nursery for display. The nursery manager is in the process of organising a new support system whereby key workers will accompany parents and children when they visit schools to make a decision about which one is best for them and also when they have pre-visits at their allocated school. The manager has also invited local teachers into the nursery to see children in a familiar environment; this will help create a smooth transition between the nursery and school.

The company actively seeks and values parents' views obtained through the confidential annual parents' survey; the results are analysed and used to make improvements within the setting. Parents spoken to are more than happy with the service provided and particularly like the amount of information they are given about the planned activities; this helps them feel involved in their child's learning. The also like the fact that children eagerly want to take items into the nursery to share and put on display.

Organisation

The organisation is good.

All aspects of the nursery are very well-organised. Recruitment and vetting checks ensure children are well protected and cared for by staff with knowledge and understanding of child development. The adult: child ratio positively supports children's care and learning and there are robust procedures in place regarding the deployment of students, agency staff and bank staff to ensure ratios are maintained at all times throughout the day, including lunchtime. The majority of staff are qualified and the company places a high emphasis on training; they provide 'in-house' training which all staff are expected to complete for example, child behaviour and manual handling. Staff discuss their performance and highlight areas for development and training during their annual appraisal meeting and mid-year review. New staff undertake a 12 week Induction programme with the help of a 'buddy' and complete a booklet completed which Senior staff review to assess their progress.

Staff have a high regard for the well-being of all children; they work professionally and support one another to ensure the day runs smoothly for example, a member of staff tells another she has prepared the flannels for her group of children to use after lunch. Agency staff feel permanent staff are very helpful and give clear instruction about what is expected of them. The company hold the 'Shine Awards' annually where they recognise and value the staff's hard work and commitment; this glamorous ceremony promotes goodwill amongst staff and the opportunity to socialise with others within the company.

Leadership and management is good. Senior staff evaluate what is going on within the nursery through a 'Quality Continuanace Plan' which details the outcomes for children and how they aim to meet them. They have a strong focus and keenly assess their practice in order to improve the service offered. The manager is aware of the current strengths and weaknesses of the setting and she and the Regional manager complete internal audits and checklists to constantly maintain high standards; issues regarding the transference of food with the nursery and strategies to improve children's listening skills need further development. The nursery manager provides an effective role model for staff; she is professional in her approach and is well-known and liked by children, staff and parents. She ensures communication remains fluid throughout the nursery by holding regular team and Head of Room meetings where pertinent issues can be discussed. This means there is consistent practice within the setting. The nursery manager receives monthly visits from the Regional manager; this is an opportunity for her to seek advice and receive feedback to enable her to improve her expertise.

The company policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff ask parents to complete a registration form and consent forms to enable them to provide appropriate care, as a result, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection one recommendation was raised; to improve hand washing procedures to prevent the spread of infection. Hygiene procedures are now effective at preventing the spread of infection as children no longer share a hand towel to dry their hands as paper towel dispensers have been fitted in each bathroom.

Complaints since the last inspection

Since the last inspection 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 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 food is covered as it is transferred between the kitchen and playrooms and children have suitable implements to serve their food independently.

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):

- develop children's listening skills during large group times.

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