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had seen. Later the children created a model of their village, which included items, such as road signs, monuments, and the village recycling bins. Children begin to appreciate the customs and cultures of others through celebrating festivals, such as Diwali and Chinese New Year. In addition, the children celebrate events which are meaningful to them, such as their birthdays, at the group. Overall children's spiritual, moral, social and cultural development is fostered.

Children behave well and show a good understanding of appropriate behaviour. For example, during an activity to make playdough, the children took turns to add the ingredients and stir the mixture, with very little support from staff. All children have equal opportunities to access activities that meet their individual needs, so that they can become confident and independent.

Partnership with parents and carers is good. Children benefit from the good relationships between their parents and staff. All parents know their child's key worker and share information with them about their children's needs both verbally and in writing. Parents are encouraged to regularly look at their children's assessments and share comments about what they know about their child. Parents receive a comprehensive range of information about the day-to-day organisation of the pre-school and the Foundation Stage. Planning is prominent within the setting and parents receive a termly plan of themes and activities, ensuring that they know how the curriculum is being implemented. This enables parents to be involved in their children's learning both at the pre-school and at home. The pre-school are currently introducing open evenings each year to further extend the opportunities that parents have to discuss their child's progress and achievements with the staff.

## **Organisation**

The organisation is good.

Children are cared for by a well qualified and stable staff team. Staff work extremely well together to ensure that children receive good quality and consistent care. Effective recruitment and induction procedures are in place, overseen by the committee and the manager. For example, written references and enhanced checks are sought for all members of staff and committee members. These ensure children are cared for by suitable staff who are appropriately vetted. Staff show a strong commitment to developing the provision for the children who attend. For example, they have achieved level one of the quality assurance scheme 'Aiming for Quality', and they have nearly completed level two.

Staff pay considerable attention to ensuring that the organisation of the setting benefits all children. For example, they have arranged that the dance teacher comes in on a variety of different sessions. This is to ensure that most of the children have the opportunity to take part in this activity. All documentation relating to the childcare activities is generally well maintained, and is stored in locked cabinets to ensure that children's confidentiality is maintained. However, the register does not accurately record children's arrival times and the complaints procedure does not reflect the change in legislation.

The leadership and management of the nursery education is good. The staff team have developed a peer on peer monitoring system to assess the quality of the nursery education and evaluate its impact. This system is supported by the effective use of appraisals. The management team show a good commitment to developing the provision by providing ongoing training for staff.

All staff are competent within their roles and have a secure knowledge of the Foundation Stage. As a result children's learning is promoted consistently amongst all staff. Overall, children's needs are met.

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

#### **Care**

At the last inspection the pre-school were asked to ensure that documentation was reviewed and updated so that there was a written procedure for a lost child; that they obtained consent from parents to seek emergency medical advice or treatment for their child; that a record of visitors was maintained; and that the complaints policy reflected that Ofsted are the registering body. The group also agreed to adhere to the requirements of the National Standards.

The staff have reviewed their paperwork and they have now ensured that all of the required documentation is in place. This has ensured that they meet the requirements of the National Standards, and has improved the children's safety and well-being at the group.

#### **Nursery education**

At the last inspection, the setting was asked to improve their planning so that it was clearer and easier to evaluate; and to develop an appraisal system.

All staff working with children now have yearly appraisals and the planning has since been developed, with activities being evaluated. These have improved the settings ability to monitor and evaluate the provision, so that it continues to meet all children's needs.

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

Since the 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are 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):

- updated the complaints procedure, in line with the changes in regulations on 3 October 2005
- ensure that the daily register shows children's times of arrival.

### **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):

- extend the opportunities for children to use their own writing and mark-making in a variety of play situations and to label their own work
- develop opportunities for children to explore design, build and construct spontaneously.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)