



Murdishaw West Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	303477
Inspection date	27 September 2006
Inspector	Rachel Ruth Britten
Setting Address	Murdishaw West Infant School, Barnfield Avenue, Runcorn, Cheshire, WA7 6EP
Telephone number	01928 711254
E-mail	
Registered person	Murdishaw West Pre-Sch C'ttee
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Murdishaw West Pre-School Playgroup opened in 1993. It operates from a double mobile classroom within the grounds of Murdishaw West Infant School in Runcorn. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday during term time from 09.00 to 11.30 and from 12.45 to 15.15. Children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from three to under five years on roll. All children attending receive funding and attend for a variety of sessions. Children come from the local catchment area and mostly move on to the infant school on the same site. There were 11 children present on the day of inspection. The group supports children with learning difficulties and/or disabilities, but there are no children currently attending who speak English as an additional language.

There are four full-time members of staff who care for the children. Of these, three hold appropriate early years qualifications and one is working towards a qualification. There is assistance from a parent helper who is also working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership and Sure Start and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners are very aware of, and practise, good health and hygiene procedures. For example, they keep surfaces and toilet areas very clean throughout sessions, using antibacterial sprays and hygienic nappy changing procedures. Staff vigilantly ensure that children wash hands, blow noses and dress appropriately for cold or hot weather. For example, staff ask parents to supply sun hats and bathing costumes in the hot summer and use spray sun creams which children can rub in themselves. This enables all the children to enjoy the beach themed outdoor play with sand and large paddling pools. Children also have their own clean plate for snacks and can access the water cooler for drinks throughout the session. A dishwasher is used for all crockery so that it is sterilised after every use and there is a separate hand washing sink in the food preparation area.

Staff make time for children to become as independent as possible in taking care of their own hygiene, using the toilets and basins, liquid soap and paper towels which are all provided within the purpose built playgroup room. Children fetch and put on painting aprons themselves and go to wash their hands after painting without prompting. There are useful posters around the room and in the toilets to remind children to wash their hands and help to tidy up. Tissues and bins are accessible and independently used by children. Staff talk to children about why hygienic procedures are adopted. This means that children aged three and four know why they put on sun hats before they play outside in the summer weather. They also know why they are hot and why their hearts are beating after exercise, and why they need to wash germs off their hands before eating snack.

Children enjoy very regular physical activity outside throughout the year, using the refurbished grass, tarmac track and soft landing surfaces provided. They mainly utilise ride on toys and bats and balls, or use the balancing and climbing equipment. These activities nurture children's sense of space, ability to control their bodies and ability to use small equipment. Children also often undertake sand, water, experimental, growing and role play activities outside, so that the curriculum is extended for outside all year round use, come sun or snow.

Documentation supports children's health well. Consents for emergency medical treatment are on file for all children. If a child has a medical condition and may need medication, an individual healthcare plan is completed and kept with the child's enrolment details. This contains consent for any medication that may be needed, such as inhalers. If medication is given, a record is kept in the medication book. Accidents are dealt with kindly and practically and staff have first aid qualifications. An accident book is used and parents are asked to sign the entry. The first aid kit is well stocked in the hall area and another kit is kept in the store cupboard. Disposable

gloves and wipes are also readily accessible. Staff have health and safety and food hygiene qualifications and know about correct lifting and handling procedures.

Children are very well nourished and enjoy a healthy, balanced diet because snacks and drinks given in the setting are healthy and without added sugar. Staff follow a dental health policy with parental consent and have a gold award for healthy eating. For example, children drink milk and eat a snack of grapes, crackers, mini sausages and cheese. Staff are well organised, so that one staff member prepares snacks efficiently onto individual plates, involving three and four-year-olds in serving the cartons of milk. Good manners at the table are promoted and children enjoy the social aspect of mealtimes, talking amongst themselves and with staff. Fruit is also given out at the end of sessions. It was apples and pears on the day of inspection. At times during the year, healthy living and eating is focused upon as a theme. This provides children and families with ongoing opportunities to eat healthily and learn about healthy eating so that three and four-year-olds' understanding of this is good.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, bright, welcoming and secure environment. Doors are kept locked once children have arrived and the activity rooms are well organised and comfortable. The demountable building has its own toilets and a separate kitchen area, so that children move around the setting with confidence and do not need to leave the building. The accommodation is well used by experienced staff to very successfully promote children's emotional well-being because staff ensure that children are helped to get the most from the activities they set out. Furniture and areas are well labelled, and resources, displays and games are all stored or set out on low shelves or units where they can readily be accessed. Every child has their own drawer where they keep their scrapbook and their table mat. A child can identify these from the picture, which is same as the one on their place mat and coat hook. The main activity room is set out to offer all areas of learning every day, but staff do not always guide children or refer to all areas to make the most of what is available. Role play, music, physical play and some investigation is undertaken in the second activity room, usually later in each session. In addition, all aspects of the curriculum are offered outside on regular occasions too.

Children use innovative and stimulating resources which are clean and purchased from reputable sources. These resources contribute significantly to children's enjoyment and achievement and are set out for children to access. For example, children eagerly compose self-portraits for their scrapbooks, looking at themselves in the mirror and choosing coloured pencils for their eyes, hair and mouth. Others go to the painting easels once they have chosen what colour paints they are going to use. Others look at books and story props, or try an interactive computer programme of their 'The Three Little Pigs' theme story. Accessible containers labelled with words aid children's letter or word recognition. This also means that children can help with most aspects of tidying away.

Outdoor areas are generally safe and suitable because the play area has been upgraded to a high standard. Robust fencing and gates make the area secure. In the hot summer, wind breaks and plastic sheeting attached to the fence protected children's privacy and dignity and guarded against 'stranger danger' while the children were playing outside wearing swimming costumes.

However, the building itself is in poor repair and is due for replacement. For example, a drain cover was removed by vandals so that the exposed drain once again poses a hazard to children. Risks such as this are not always quickly identified and rectified because risk assessments and safety checklists are not properly used to ensure this. This compromises children's safety in the setting.

Staff are vigilant to ensure that children move about safely within the setting and with increasing responsibility for themselves. For example, they remind children not to run, to move chairs safely and to put them back under tables when they get up to move on. Most children are able to do this, and circle times are kept short at the beginning of the school year because children are not yet used to sitting still for more than a few minutes. Pre-school staff liaise well with reception class teachers to ensure that playgroup children have safe opportunities to experience elements of school life before going up to school themselves. For example, the teacher visits to lead sessions and children are escorted to visit the main school in the summer term. Photos of significant parts of the school are displayed from the pre-school laptop to remind children of what the main areas they are going to will look like.

Children have some opportunities to learn to keep themselves safe when out walking on foot and when in cars because the curriculum plan offers road safety weeks from the local road safety team. However, children do not routinely go off the premises to local shops, libraries or parks to practise these skills. Children are taught about fire safety and have fire evacuation practises. However, no practise has taken place so far in the term, even though there are new children on roll.

Electrical appliances and fire equipment are checked annually and electrical installations every five years. Certification is not available to show that the installations or bottled gas are checked, but staff are confident that this is done by the school. There are no low windows, heaters are guarded, there are no locks on toilet doors, medicines are kept out of reach, the water temperature is regulated and curtains are non-flammable. Parent permission is sought for using photographs in a variety of ways within playgroup, so that parents know what uses pictures of their child can be put to. All these measures help to promote children's safety in the setting.

Children are adequately protected from abuse because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. They are proactive in organising ways to teach children appropriately about 'stranger danger' and they record previous injuries. They display up to date reference information about child protection for parents to see, but the policy still does not contain all the required details to ensure that staff and parents are aware of what happens in the event of an allegation being made against a staff member. In addition, contact numbers are not listed in order for staff to quickly know who to contact if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing very good levels of confidence and self-esteem because staff listen to them, ask questions of them and have high expectations of what they can achieve. Children happily come into pre-school and hang up their coats, recognising the picture for their peg.

The three year olds go straight to the carpet for register, looking at books while they wait and asking staff if they can play with the toy animals. A few children do not yet separate well from their carers, but staff quickly settle them in with a cuddle and a special reassuring talk. Circle times are very short at present while children are mostly only three, so there is little discussion about children's news or opportunities to discuss number and letter. Nevertheless, children are responding to their name and greeting and are joining in together to count up the number of children present. The activities for the session are briefly introduced.

Children are happy, settled and interested in what they are doing because all staff are committed, enthusiastic and very involved. Planned activities, combined with a well-set out room providing all aspects of continuous provision, ensure that all the areas of learning can be covered. High staff ratios enable staff to give many children one to one or small group time, especially when attendance is below the maximum. For example, children work in a group of four to make collages from cut out pictures, while a group of two or three works on the computer. Others have one to one time to complete a self-portrait. Staff talk consistently to children during play to help extend their knowledge and understanding and their concepts of self, community, imagination and creativity.

Children's enjoyment and achievements are generally good because staff know children and their families very well and know what they can do, even though no formal initial assessments are conducted when children begin at the provision. Staff watch and assist children, giving clear instructions, for example, about how to use scissors or the computer mouse, or how to watch the ball in order to try to hit it with the bat. Day-to-day opportunities for independence are tailored to children's individual stages of development, so that they quickly acquire confidence and control in their learning environment. For example, staff allow children to fetch and fasten their own aprons before painting, and to select the colours of paint that they would like to use. They then ably negotiate with one another how they will share the paint pots so that the person on each side of the easel can use all the available colours.

Children have good opportunities to create and represent because staff have successfully planned a wide range of stimulating activities within the current theme of traditional tales, including 'The Three Little Pigs'. Children use a large wolf puppet and little pigs to act out and retell the story and enjoy using the set of finger puppets too. A computer interactive version of the story is used to good effect with a small group of children who are developing their small motor and information technology skills using the mouse, combined with their sequencing and memory skills as they rehearse the story. Role play, music and large physical play opportunities are offered every day in the second activity room and/or the outdoor play area. Children enthusiastically create domestic role play ideas and use percussion instruments and rocking horses which are all set out in the second room.

Children also love to play outside in the very well-equipped enclosed garden, which has been adapted on recent occasions to become a role play beach and seaside venue and even a jungle. Photo evidence shows children dressed accordingly and investigating and entering into seaside holiday or jungle animal roles. On many occasions the curriculum activities are taken outside and most days children are using the ladders, monkey bars, slides, and bat and balls. Children move around with pleasure and confidence, balancing, climbing, adjusting speed, jumping and

landing, judging body space, collecting and catching a ball. As a result their physical development is very good.

Children's opportunities to investigate are adequate because staff plan specific activities to incorporate these. For example, their self-portrait activity involved looking at themselves in a mirror to really see what they look like before making their picture. Children can also investigate the frog pond environment which is set up and they enjoy using the digital camera to take photos around the setting. However, although the learning environment is set out with enough choices to reflect all the areas of learning, staff do not always maximise children's learning by utilising all of these. For example, they do not take children to look at the shape problems, Compare Bears or weighing scales to encourage mathematical thinking. Nevertheless, children benefit enormously from having spacious and well-set out areas with everything at child height to allow children to choose.

Children are very involved and respond well to one another and the challenges presented to them. They comfortably play alongside one another and cooperate together, using the farm or the domestic role play area. They form friendships as they sit together for snack but are not yet listening to one another speak to the whole group. They take turns patiently as they use the toilets and wash their hands before snack. This is cemented when staff and children play outside together or sit together in small groups to do activities or to hear stories.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are very committed to providing a welcoming atmosphere, diverse and very well-set out activity rooms, and an approach which fosters good relationships, good social behaviour and high levels of independence. Children understand what behaviour is expected of them and are making sound progress in most areas of learning. This is because the staff are very successful in providing for children's personal, social and emotional development. This underpins their ability to learn because it gives them self-confidence and a desire to learn new skills.

Staff have a thorough understanding of the Foundation Stage and how young children learn. They plan and evaluate a broad range of activities according to themes and enthusiastically challenge and praise children to promote their enjoyment and self-esteem as they play. They spend their time getting alongside small groups of children extending their role plays, physical play, creative ideas and use of information and communication technology. They show them how to use a variety of tools and show a genuine interest in their family life and community. They record some evidence of what children can do, but do not always date this, relate it to the stepping stones or collate it regularly enough. This prevents staff and key workers from knowing clearly what areas to concentrate upon to enable individual children to take the next steps in their learning.

Resources are used to very good effect and the daily routine is simple, so that children undertake a suitable range of activities and have great choice and opportunities for one to one and small group activity. Children go out to play whenever the weather allows and their large physical skills are developing very well as they use the varied equipment and apparatus indoors and outside. Staff present activities to children in a way that truly interests them and helps them

to focus, persist and resist distraction. For example, stories are presented in an interactive way, using puppets and props so that children are involved and captivated. Praise and enthusiasm help children to persist with computer programmes for mouse control, or to take turns using the painting easel. The learning environment provides opportunities to mark make, role play, make music, create, read and explore. However, staff make insufficient use of the resources for mathematical thinking and do not often use techniques and questions to link sounds and letters, or teach children about other cultures and beliefs.

Children's progress is best in personal, social and emotional development, physical development and creative development. This is because staff create good opportunities for children to be independent, to play cooperatively and to develop their small and large motor skills, using tools and a variety of media and materials. Children have regular and varied exercise using various ride-on and fixed outdoor equipment. Their creative development is promoted through good use of role play and craft materials. Staff use questions and praise to good effect to increase children's understanding as they demonstrate doing the ironing and housework in the role play house or help a child to use the scissors successfully. Children have chances to be independent throughout the session and feel special because they can choose materials for themselves and look after their clothes and bodies competently.

Helping children make a positive contribution

The provision is satisfactory.

Children join in well, take responsibility and play a productive part in the setting because the accessible, stimulating environment and warm, friendly staff enable them to feel at home from the outset. Children are greeted at the door with their parents and all children start the day together with a circle time. Most aspects of the sessions then promote children's sense of belonging and responsibility for themselves and others as they play. For example, children can take their own pictures off the easel and put them on the rack to dry. They then put down the next drying tray ready for the next child to use. There are special helpers to give out the milk at snack time and children are fully involved with tidying up tasks and managing toilet and hand washing tasks as independently as possible.

Children's individual needs are met very well because experienced staff use their time positively to encourage children with any concentration, behaviour, language or physical needs to join in and feel a sense of belonging and purpose. Staff model appropriate play skills, and use short and simple language so that children are delighted by the evolving story of 'The Three Little Pigs' as they complete the interactive computer programme of it. Staff make it easier for children to conform because they enthusiastically praise wanted cooperation and ignore non-participation. Staff liaise well with parents and relevant professionals to ensure that they plan and work together using recognised and consistent techniques which benefit any children with emerging special needs. Regular assessments and evaluations are adequately conducted by the special needs coordinator to ensure that children who have particular needs make as much progress as possible and are taught in an effective way. Children are also helped to consider and value diversity because there are various books, dolls, play figures and games which show positive images of culture and special needs. Posters are also used which show positive images of people from other cultures and key words in various languages. Fundraising

and community charity work are participated in; for example, a sponsored toddle for a children's organisation. However, specific festivals or topics on other cultures are underdeveloped.

Children behave very well and understand responsible behaviour because staff are vigilant and are excellent role models, teaching children how to behave well and consider others. Staff use positive discipline, give clear instructions so that children understand what is expected of them, and teach good manners. Most of all, adults make sure that children are captivated, enjoying their activity, and praised when they succeed, help with the clearing up, sit well for group time, or wait their turn. Children know right from wrong and are eager to cooperate because they are praised for this. They also go confidently to staff for help to resolve disputes if they occur. However, an incident record is not developed to record significant incidents involving unwanted behaviour and/or physical intervention, so that the actions of children and staff are not documented or explained. As a result, issues regarding children's behaviour are not dealt with professionally. Policies for behaviour, equal opportunities and special needs explain in sufficient detail what the pre-school's responsibilities and methods are. However, information about special needs is not made available in the parent pack and the other policies are shortened versions. The full policies are available only in the pre-school's accreditation file. This means that parents are only adequately informed about how their child is managed at pre-school in these areas.

The quality of partnership with parents and carers is satisfactory. Children receive consistency of care because staff communicate well verbally with parents and are supportive to them. Staff are approachable, interested and make time to speak to parents so that parents know who their child's key worker is. They make efforts to ensure that the transition to the school setting is effective and organise occasional open days for parents to see the pre-school and their child's work. Parents are also welcome to help in sessions and to accompany the group on trips.

Parents' written information about the provision is adequate and covers the terms, conditions, and procedures of the pre-school as well as information about the six areas of learning. A weekly 'home link' bag enables each child to take home a library book and a worksheet about what they have been doing. This helps to involve parents in their child's learning at home. Likewise, a soft toy comes home to a child each weekend and parents should help their child to complete a diary about the toy's activities and adventures at the child's home. Newsletters and notices keep parents well informed about fundraising events, but do not usually show or explain activity plans and the learning intentions of these. Wall displays are informative about some of the previous themes while parent noticeboards give some information. However, parents still have little knowledge of the curriculum which their child is following and do not know the main elements which have been covered in a session. There are some photos on the computer charting some of the significant events which take place, but these are not printed, annotated or displayed to show what children are learning or what stepping stone the activity was meeting. These omissions limit parents' ability to understand how their child is learning and their ability to be involved in building upon their child's learning at home.

Parents have an opportunity to verbally share their own expectations and their child's routines and starting points when they begin at pre-school. However, there are no written comments from parents about what their child can do, and baseline assessments are not completed to ascertain children's individual starting points and the first requirements for their next steps.

Parents are not regularly updated with evidence or updates about their children's progress through pre-school, other than verbally, and they rarely see their child's developmental profile. Books of work and crafts are compiled for children to take home when they leave pre-school and some pictures and crafts are taken home each day. However, written reports of children's progress are usually only made available at the end of the pre-school career.

Parents mostly express great satisfaction with their children's progress and the quality of the setting and staff. There were six responses to a pre-inspection questionnaire. These say that parents agree with statements saying that their children enjoy pre-school, make good progress because teaching is good, are safe and well cared for and behave well. Furthermore, they agree that the pre-school is well led and managed, takes account of children's views, seeks the views of parents/carers and takes account of their suggestions and concerns. One parent says that they do not know if their child is making good progress or if provision takes account of their child and their views, but they say that their child is happy and settled in the homely setting.

Parents are notified of the complaints system, but it does not contain the contact number for Ofsted. In addition, the complaints book is not up to date with full details of a complaint and the action taken following it. This means that parents are not sufficiently informed and cannot obtain all the information which they may wish to view.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures work adequately to ensure that children are well protected and cared for by suitable staff with qualifications in childcare. However, the manager has not been vetted through Ofsted, with a health check or a suitable person interview conducted. The notification to Ofsted and the necessary checks are now being redone because the first notification did not result in the necessary checks being instigated. There are accessible staff details kept on the premises containing information about recruitment, training and qualifications. Both staff photos and certificates of their main qualifications are displayed for parent information. However, there is no evidence of induction or appraisal systems. The outcome upon children of the administrative omissions is minimal, however, because all staff are police checked and qualified in childcare.

All staff take opportunities to improve their knowledge by attending courses and workshops on childcare and related issues. For example, they have undertaken training on: developmental coordination disorder; developing a quality curriculum; child protection; health and safety; positive practice through disability awareness; managing behaviour; movement for learning; mind mapping; play and curriculum for three-year-olds, with reference to the early learning goals; special needs; food hygiene; helping children to listen and talk; knowledge and understanding of the world - a focus on science; valuing diversity and celebrating difference; managing a range of educational needs; a multi-sensory course; music; and multi-cultural arts. The amount of training undertaken in the last two years has reduced due to staffing pressures. Nevertheless, staff use their knowledge from training to provide children with a wide range of

learning experiences and are well prepared to help children with a range of learning difficulties or disabilities.

The leadership and management is satisfactory. The manager has a clear sense of purpose and is well supported by her staff and the parent committee to provide a setting which is well subscribed. They aim to continue to improve the overall delivery and assessment of the nursery education to ensure that children enter school having had a good pre-school experience. Weekly staff meetings and daily lunchtimes together help them to be successful in creating an effective team to work with children. However, leaders do not always evaluate the teaching and learning clearly enough to inform their future planning and practice. In addition, individual staff do not have fully documented appraisals, training plans or schedules of responsibility to develop their roles within the pre-school. This means that the manager is the named person for all special aspects of the provision, such as behaviour, child protection, equal opportunities, safety, and special educational needs. As a result, the policies and procedures in these areas are under-developed due to lack of time. Leaders are fairly open to suggestions about how to improve children's enjoyment and achievement and the service in all aspects. However, the actual progress made in areas raised at the last inspections is limited.

Staff deployment contributes very well to children's health, safety, enjoyment and achievement and ability to take an active part in the setting. Staff to child ratios are good and staff work cooperatively together, using their time to effectively support children. They are vigilant and caring, enhancing children's enjoyment, learning and social skills, especially when working in small groups. The organisation of the day care session promotes mostly positive outcomes for children because adults have made sessions simple. There is a long activity session with group times upon arrival and a role play, musical and physical play time after snack. Staff also spend as much time as possible in direct contact with children, enhancing their learning and enjoyment through meaningful conversation and example.

Policies and procedures work satisfactorily in practice to promote children's safety, enjoyment, achievement and ability to make a positive contribution. For example, child details provide sufficient information to enable good care to be given and systems for recording accidents, medication, and emergency evacuation practises are robust. The daily register is mostly accurate and up to date, showing any late arrivals or early departures. However, the complaints and incident records are incomplete and the child protection policy lacks detail. Many policies are rarely reviewed or made available to parents and some of the full policies in the master file differ markedly from the parent version in the welcome pack. This potentially leads to misunderstandings with parents and compromises the care and safety of the whole group.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

There were two recommendations made at the inspection of care in June 2004. The recommendation concerning the registration of children to show hours of attendance and to record significant incidents has been partially met. A conventional register is still used for children and staff, which leaves little space to clearly show actual times of late arrival or early departure. This means that the register is still difficult to rely upon as accurate in an emergency.

Incidents of significant behaviour, including physical intervention by staff, are still not being recorded. This continues to jeopardise teamwork and good parent liaison in situations where behaviour management is an issue.

The recommendation to make the drain safe has not been acted upon again since the previous drain cover was destroyed by vandals. There is currently still a dip there which a child could twist their foot in. This remains a hazard to children.

There were three points for consideration raised at the last inspection of nursery education in June 2004. These have been partially met to improve the nursery education. Staff make observation notes on occasions, but are not doing this daily or always dating these observations. They transfer these onto profiles and complete occasional 'what next' sheets to plan individual children's next steps. However, this is not being done daily or consistently enough to effectively gather information showing what children can do. Neither is it acted upon regularly enough to tailor plans and inputs to help individual children to make as much progress as possible. Plans are general and the environment is set out for continuous learning. This enables children to learn at their own pace, but does require staff to know clearly what each child needs to learn next in order for them to facilitate this through the child's chosen activity. Staff talk together in weekly staff meetings and over lunch to monitor the effectiveness of the plans and activities, but make few recorded notes of the adaptations they make to meet individual needs. Parents are not informed of their child's progress regularly enough and progress records are not up to date or detailed enough to provide information which parents can regularly see. Nevertheless, parents do see their child's work books and do have weekly books and activity sheets to undertake with their child at home to give them an opportunity to contribute to their progress.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 dangerous substances and equipment are inaccessible to children
- ensure that risk assessments and safety checklists are up to date and used systematically and regularly to maintain safety in the setting
- clarify the child protection policy so that it includes contact numbers for the local safeguarding children unit and the police and procedures to be followed on the event of an allegation being made against a member of staff
- ensure that an incident record is used to record significant incidents involving behaviour, including any incidents of physical intervention by staff and ensure that parents are informed of these on the day
- ensure that the complaints book is up to date and available to parents and that the complaints policy shows the contact number for Ofsted.

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):

- use observations and assessments to clearly document children's progress on a daily basis, identifying what children need to do next to move to the next stage in their learning
- ensure that teaching methods, expectations and questions challenge and support children to achieve as much as possible in mathematical development, knowledge of cultures and beliefs, and understanding of sounds and letters
- ensure that parents receive good quality information about the educational programme and their own child's progress on a regular basis
- ensure that leaders induct new staff, promote the professional development of all and monitor and evaluate the provision and curriculum effectively.

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