



# Holmes Chapel Community Pre-School

Inspection report for early years provision

|                                |  |
|--------------------------------|--|
| <b>Unique Reference Number</b> | 305107   |
| <b>Inspection date</b>         | 27 November 2006   |
| <b>Inspector</b>               | Rachel Ruth Britten  |
| <b>Setting Address</b>         | Holmes Chapel CP School, Middlewich Road, Holmes Chapel, Cheshire, CW4 7EB |
| <b>Telephone number</b>        | 07773 489720   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Holmes Chapel Community Pre-School   |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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](http://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?

Holmes Chapel Community Pre-School is administered by a committee. It opened in 1970 and operates from one large room within a self contained mobile building in the grounds of Holmes Chapel Primary School. A maximum of 24 children may attend the pre-school at any one time. It is open each weekday from 09.00 to 11.45 and also offers some afternoon sessions in the 'Abacus' group for children due to start school each September. These sessions are from 12.30 to 15.00. All sessions are term time only.

There are currently 42 children aged from two to under five years on roll. Of these, 25 children receive funding for early education. Children mostly come from the local catchment area and attend for a variety of sessions. The pre-school currently supports children with learning difficulties and/or disabilities, but there are none who speak English as an additional language.

The pre-school employs nine part time members of staff. Of these, eight hold appropriate early years qualifications. The setting receives support from Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children stay healthy because practitioners give high priority to following the specific procedures they have set out for maintaining hygiene in the setting, so that there is a consistently good standard. Staff vigilantly ensure that children wash hands, blow noses, cover mouths when coughing, keep warm and protect their clothes with suitable aprons. For example, they make sure that every child who has been looking for worms in the sensory garden washes their hands afterwards, and show any child who is uncertain exactly where the tissue boxes are and the bins for disposal. Most staff have undertaken food hygiene and/or health and safety training and routinely adopt an efficient, practical and sensitive approach. For example, any accidents involving bodily fluids are dealt with discreetly and privately by one staff member in a room away from other children. Disposable gloves are always worn and one other staff member is able to check through a high window so that an adult is not alone with a child whilst providing personal care.

Children are quickly learning how to take responsibility for their own health and hygiene. For example, they use soap, warm water and paper towels to wash their hands. They have learned through play experiences about how to wash clothes and cut up vegetables to prepare them for cooking. They can also hygienically bake cakes and set out the snack table, change for physical education sessions and put on appropriate clothing for outside play in all weathers. Visits from 'people who help us', such as vets, hairdressers and mothers with new babies, have also given children first hand experience of how to help care for their hair, their pets and any baby siblings. Photo evidence also shows the role play area in use as a fruit and vegetable shop like the one in the village which they have visited, and children have been learning the names of their main body limbs and organs. All these opportunities mean that children are acquiring competence at understanding their bodies, looking after their own health and keeping their environment clean.

Good attention to individual children's health needs means that dietary requirements, changes of clothing and administration of any necessary creams or medication are hygienically undertaken according to each child's needs and their parents' wishes. For example, details of children's dietary requirements are noted on the back of their place mat and on a list in the kitchen, so that there are no mistakes about these. Medication is only administered with written instructions and consent from parents. Parents also give written consent for emergency treatment. Accidents are correctly treated by one of the seven staff members with a first aid qualification, logged in the accident book and signed for by the parent upon collection. These procedures mean that children's health is meticulously protected, with all adults working together to ensure that they grow and develop well.

Children enjoy good levels of physical activity indoors because some circle time is given over to this during most sessions. For example, children have music and movement sessions or

practise for their Christmas performance. They also role play a busy 'Santa's workshop', using tools to pack and transport Christmas presents around the pre-school. Children go outside once or twice on every session. They use scooters, dolls, buggies and tricycles, while a few explore the sensory garden looking for insects. These activities develop children's large and small movements and ensure that they have plenty of fresh air and exercise.

Children are very well nourished and enjoy a healthy balanced diet through a varied menu for snacks. A written snack menu is followed which avoids large amounts of fat, sugar, salt, additives, preservatives or colourings. Children enjoyed water, apple, grapes, carrot, cheese and pita on the day of inspection. Staff are well organised, preparing and serving snacks efficiently and sitting with children. Children enjoy the social aspect of meal times and can talk amongst themselves and with staff. They talk about the importance of eating healthy food to make them strong and fit and sometimes take part in healthy eating surveys, for example, to see who likes red or green apples the best. Fresh drinking water is available throughout sessions, although children are not seen using this facility.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, bright, very secure and safe environment. The activity room is very well set out and welcoming, with the toilets close by, so that children move around the setting with confidence. The exit, kitchen and staff toilet are inaccessible to children and the gates are locked when children are playing outside. The 'Santa's workshop', car track, snowmen to decorate, play dough snowmen to model, puzzles, construction, small world ponies and painting easels are all set out for children to do. These are introduced to them in circle time, along with the experimental activity of making an ice and snow scene to investigate. There are interesting areas, such as the letter of the week table, reading corner, computer area, music and shapes/maths areas set up at all times. There are also some posters and displays which show what children have been doing, but there is little reference made to these materials because few of them are at child height. In addition, little is currently displayed to show how the children's play activities relate to the six areas of learning or the 'Birth to three matters' framework.

There is good security to the public entrance door because it is kept locked and the bell is always answered by designated staff each day. All visitors are asked to sign the book and the total number of adults and children in the setting is kept up to date and displayed for quick reference in case of emergency. Staff man the doors vigilantly whenever children are arriving and departing, to minimise the possibility of a child being lost or taken by the wrong adult. Written arrangements are made to ensure that staff know exactly who is collecting a child if this is not a parent or designated carer. These procedures ensure that children are kept very safe in the setting.

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 well set out for children to access easily. For example, children enjoy a good range of construction toys, books, craft, writing and role play materials, with varied ride-on scooters, tricycles, buggies, hoops, bats and balls for physical play. Resources for children are mostly

kept in accessible, labelled storage boxes which are set out on low open shelves. This facilitates free choice for children, although children are not seen selecting their own activities, and makes it easy for them to participate in tidying up before snack. Furniture and equipment is suitable and safe, so that all children benefit from appropriately sized chairs, tables, sand and water trays and painting easels. There are carpeted areas to give comfort when sitting on the floors and staff successfully use a story board to present stories, so that everyone can see the books easily.

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 and to put chairs back under the tables to avoid tripping. They remind them to be careful not to slip on the ramp up to the door after outdoor play. Staff keep areas very clean, dry and safe, making full use of socket blanks, radiator guards, mops and cleaning fluids, all of which are stored out of children's reach. They employ detailed and reviewed risk assessments for all aspects of the building and have devised a comprehensive daily and weekly safety checklist which is part of the operational plan. For example, alarms are checked, fire doors are kept unobstructed and detailed arrival and departure procedures are followed. In addition, there are detailed safety plans for trips to the fire station and local shops, so that the adult/child ratios are increased to one adult to two children and hands must be held with an adult all the way there and back. Parents always give their written consent for children to take part in these trips and for occasions when their photos are taken. Children's safety is assured as a result of all these measures.

Children are adequately protected from abuse because all staff have a good understanding of their role in child protection. The named person for this has been on appropriate training. Staff are aware of what to do in the event of an allegation being made against them and know who to contact if they are concerned about a child. They are not currently displaying up to date reference information about child protection, but parents should have read the policy on this before their child is enrolled.

### **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 talk and listen to them constantly and have high expectations of what they can achieve. Most children separate easily from their carers and go to play without prompting, using the colouring pencils, painting easels, role play 'Santa's workshop' or construction toys. Children all sit together for register and discuss who is here and what they are going to do today. Older children in the 'Abacus' sessions quickly bond together as a group, taking it in turns to talk about things that begin with the letter of the week, and eagerly come forward to practise forming the letter 't' on the board. They are able to confidently approach staff and communicate their needs and concerns. For example, children can choose whether to go out with the small group to play and can ask if they want to go to the toilet.

Children are happy, settled, and interested in what they are doing because staff are committed, enthusiastic and work well together as a team. They follow clear, detailed activity plans and daily routines and ensure that children are well supervised at all times. They give children large amounts of activity choices and work with them in small groups for crafts, construction, messy

and experimental play. In this way they receive sufficient help and direction to make the most of each activity. Children are able to persist well in activities which truly interest them. For example, girls make up a story with the little pony figures, while others decorate snowman outlines with shapes that they have formed in the play dough. Staff alongside them ask questions and extend their ideas and understanding about the materials they are using and relate their role plays to everyday life experiences. Other children make their own winter jigsaws using scissors to cut out shapes from winter pictures. Children's developmental files are full of examples of various art and craft techniques they have tried, from dropping paint drops from a pipette onto blotting paper, to spreading paint through a salad spinner. Children are also able to be creative and play well together both alone and in small groups without adult input, for example, looking at books or using construction toys by themselves.

Children's enjoyment and achievements are good because staff know children well and know what they can do, using the key worker system, regular staff discussion and notes to share their observations and knowledge of each child. For example, one staff member conducts an ice cube and flour experiment game, and makes observations on all the children doing this, including descriptive words that they use. These notes are then shared with each key worker. Children are not pressurised to start or leave activities to fit with adults' agendas, but are allowed time to complete tasks, and opportunities to select their own activities from what is set out. For example, one child chooses to try some cutting work, while another sits quietly to look at a book. In contrast, circle times and group planned activities are led clearly by staff who can competently capture children's interest, for example, with an interactive story or a music and movement session along a winter snowflake theme. This variety of presentation is facilitating children to acquire new knowledge, independence and language in a variety of ways.

Children are very confident and involved because the staff plan an exciting range of activities and give children opportunities to learn and play indoors and out. For example, children look for bugs in the sensory garden, grow bulbs and have messy experiments with water outside. They enjoy numerous visits to relevant community places, such as the shops to find a bucket to buy, or the library to find out about borrowing books. Staff also ensure that children are busy and involved in all aspects of the routine to minimise waiting around. For example, hand washing before meals or snacks is staggered, so that children are sent to the toilet area in small groups while the others take their turn with the dice rolling and counting activity. Even movements around the building are turned into fun and learning times when children practise independence, and help one another with coats or pretend to be a snowman as they walk down the ramp to the outside play area.

#### Nursery education:

The quality of teaching and learning is good. Staff are highly committed to providing a welcoming atmosphere, a varied programme of activities covering all the areas of learning and individual support, which fosters good relationships, self-confidence and good social behaviour. Children enjoy a fine range of activities because role play, reading, writing, craft, construction, small world and experimental areas are set up at all times and are inviting. Children can choose much of their activity time, moving freely between the tables and open floor areas, deciding what to do and when. Opportunities to use information and communication technology and to participate in assessed activities are often laid on in conjunction with free play times, as well

as in large group circle time, so that children benefit from learning on a one to one, small group and large group basis.

Staff question, challenge and join in appropriately with all choices children make, which extends their play and learning in a fun and seamless way. For example, staff talk to children about the words and themes of familiar stories, helping them to notice words that rhyme and words that begin with the same letters as their names. Themed activities run for six weeks each and children enjoy good opportunities to discuss the session, the purpose of activities and how these link to the current theme. For example, the term's theme of celebrations is now focusing upon Christmas and children are today making decorative icicles to hang on their Christmas tree. The tree will be part of a local competition and display in the village. As they make the icicles, staff talk about what icicles are and where they are found, as well as talking about how to make and decorate them so that they will hang up and look effective on the tree. Likewise, children are listening to the story of baby Jesus and are making, wrapping and transporting gifts in the Santa's grotto role play area. Staff make use of prompt cards on occasions to help them remember the learning intentions of activities, but do not over-rely on these. Instead, they may digress and go down paths of discovery and discussion, which children show an interest in. As a result, children are confident and making connections with their home lives and their culture, developing a sense of self and a sense of place and community.

Children understand what behaviour is expected of them, are able to follow instructions and are making good progress in all areas of learning. This is because staff are successful in providing for their personal, social and emotional development. Staff know each child well and encourage friendships between them, so that they know about one another and consider one another. Each child feels special from the moment they are greeted in the morning and find their apple name card. This continues as their name is called at register and as they come to the find their name place mat for snack. Throughout the day, children have opportunities to help, to be special and to answer questions. They collect their own plate and cup, help to tidy up and talk with staff over their snacks and lunches. Staff place particular emphasis upon building children's self-esteem and their commitment to talking and listening to children pays dividends in all areas of their learning. Staff do not over-emphasise their praise in a false way, but quietly and genuinely praise children whenever they perform well, getting their own reward from seeing the children's pleasure.

Children's make very good progress because staff have a thorough understanding of the Foundation Stage and an appreciation of how young children learn. They make good use of the Foundation Stage curriculum to plan and deliver a full range of activities to develop children in all areas. They create a photo, example and written evidence record for each child, showing how their activities relate to the stepping stones during each half term's activities. They also keep developmental profiles up to date to show how children are progressing. Staff note the outcomes from activities and observations each day and key workers transfer these regularly onto children's developmental profiles, to show when stepping stones have been achieved. Children's next steps are being clearly identified and key workers know what areas they are concentrating on for individual children that they are working with.

Staff present activities enthusiastically to children in a way that truly interests them and helps them to focus, persist and resist distraction. For example, small group work after registration

allows children to investigate and create, whilst developing their communication, literacy and creative skills. Children are learning about the properties of ice and seeing what happens when they sieve flour onto it to turn it into a snow scene. This then becomes like gloop as the ice begins to melt. They talk about what the ice feels like and discuss why the mixture might be changing. Investigation activities like these extend children's knowledge and understanding of the world. However, they are also used to successfully develop children's language for thinking, their disposition to find out more, their concepts of shape, space and measure, their small motor coordination and use of tools, and their ability to respond, express and communicate ideas. Staff understand that their input is crucial to ensure that activities are purposeful and can cover a whole range of learning in one activity.

Children's development in each of the six areas of learning is good. This development is supported by imaginative and varied resources and a well planned environment. Staff have good ideas for exploration and investigation, for designing and making and for role play. They very successfully weave learning for personal, social and emotional development, communication language and literacy and mathematical development into these activities. For example, children are encouraged to share Santa's tools in the role play area, to consider how many tools they have got and how many are available for others to play with, and to work out how many parcels Santa needs to fill his trolley.

### **Helping children make a positive contribution**

The provision is good.

Children join in well, take responsibility and play a productive part in the setting because the warm environment and friendly, purposeful staff help children feel at home from the outset. The room promotes children's sense of belonging because their work is displayed all around and most of the resources are stored accessibly at children's height. However, there are few photos of children or details of the daily routine at child height, to enhance children's feeling that the room belongs to them. Staff make special efforts to talk to all parents and carers, ensuring that any information is exchanged and noted for the day ahead, be it about collection details, medication needed, or details affecting the child's emotional state. However, parents do not often come into the setting at the beginning or end of sessions, unless they specifically request to see a child's profile or have a talk with the key worker. Nevertheless, children's emotional well-being is promoted very well in the setting because staff are warm and responsive to all children, ensuring that they have independence, but are not isolated. If they need cuddles or to sit on a staff member's lap for reassurance, then this is freely given. Equally, children are helped to join in and take part with techniques, such as songs, rhymes and music to gain and hold children's attention. As a result, children are confident and happy to ask the inspector about her purpose, and talk to her about their favourite things at pre-school.

Children are helped to consider and value diversity because there are various books, dressing up costumes, dolls, play figures, puzzles and games which show positive images of culture and special need. There are also some activities undertaken to bring festivals of varying cultures, such as Diwali, Harvest and Christmas alive for children. The pre-school, the local community and people in need are variously supported by fundraising initiatives which include the children, parents and staff. This fosters a good sense of social responsibility amongst young children.



Children's individual needs are met well because staff use their time constructively to encourage children with concentration, behaviour, language or other particular needs to join in with group activities. They also allow children to read or undertake an activity on their own if this is their choice. Staff model appropriate play skills and use short and simple language. They make it easier for children to conform by warmly praising wanted cooperation and ignoring non-participation as much as possible. Simple behaviour rules and routines for the sessions are displayed and help children to understand what is expected of them. Children and adults with physical disabilities and behaviour and/or learning needs are included fully in the life of the setting because there is space for easy movement and the building is accessible. Staff are very committed to inclusion and are enthusiastic about continuing to keep up to date by undertaking relevant training. They liaise well with parents and relevant professionals to ensure that they plan and work together using recognised and consistent techniques which benefit children with emerging learning needs.

Children behave extremely well and work harmoniously together because staff are vigilant and teach children how to behave well and consider others. For example, children share trains, dice and play figures amicably and include their friends in role play, construction and reading activities. A staff member intervenes when too many children are trying to get hold of tools to play in Santa's workshop, encouraging children to share the ample resources and making sure that they all have some time to play there if they want to. There are good behaviour, equal opportunities, parent partnership and physical disabilities and/or learning needs policies. There is adequate use of the incident record, with individual incidents involving unwanted behaviour always recorded and discussed with parents. This consistency gives clarity when dealing with children's problems and makes it easier to act quickly to resolve behaviour problems effectively with parents' help.

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

The quality of partnership with parents and carers is good. Children receive consistency of care between home and nursery because staff communicate well with parents using the key worker system, newsletters, a daily board detailing the content of the session and an up to date notice board with relevant information. There are also open evenings when the room is set up for a typical session and parents are encouraged to actually take part in some of the activities that their child may be doing. Parents may also view photo albums of key events which the pre-school have been doing. They are informed about the Foundation Stage and the stepping stones in their copy of the policy document, but this is not reiterated in the written information about the 'Abacus' sessions. In addition, not all photos or evidence is labelled or linked to a stepping stone and area of learning. As a result, some parents have only a rather vague knowledge of the curriculum their child is following. Nevertheless, many parents are pleased to see their child's progress record during the term as their child's development is regularly charted with up to date evidence.

Parents have few opportunities to be meaningfully involved in their child's learning at home. Newsletters tell them about the theme and ask for help and cooperation, perhaps to bring in favourite books, photos or items for the 'letter of the week'. However, no homework is given to 'rising fives' or books to look at whilst at home, and staff do not suggest topics of

conversation or activities to do at home which would consolidate or extend the learning offered in pre-school.

The complaints system is notified to parents through the policy and there is a system already in use. There are also formal methods being used to elicit parents views or concerns via a complaints/suggestions box and a summer term questionnaire/feedback form. Up to date contact details for Ofsted are not displayed, but parent levels of satisfaction appear to be very high. For example, parents seen on the day of inspection say that children are well prepared for school, have good opportunities for outside play and use of computers, and are confident and able to make friends. They find the key workers, the letters home and the planning information displayed all very useful and informative, but do not see their child's key worker on a daily basis because parents usually do not go into the activity room at the beginning and end of sessions. Nevertheless, parents find that staff are approachable, interested and make time to speak to them when they request this and they like the daily written feedback on a display board which informs them about the key events of the session.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures work very well to ensure that children are well protected and cared for by suitable staff with qualifications in child care, who are in turn supported by a suitable committee. This ensures an experienced, consistent and skilled team to work with children. Contact information and information about vetting, recruitment, training and qualifications is available in files for all members of staff.

Staff are given many opportunities to improve their knowledge by attending courses and workshops, because staff cover is planned and staff have developed specialisms in areas, such as special needs and child protection. Almost all staff have child care qualifications and have completed courses in various parts of delivering the Foundation Stage curriculum as well as in first aid, child protection, food hygiene, health and safety and behaviour management. Staff want to extend their qualifications in child care and they are using their knowledge very effectively to provide children with a wide range of learning experiences. For example, they use ideas and equipment from 'Persona Dolls' and 'developing communication skills in young children' courses to extend children's communication skills, ability to think of other's feelings and ability to deal with upset.

The leadership and management of the nursery education is good. The nursery manager and committee provide good support to all staff and there is a strong sense of teamwork between the long-standing staff group. There are regular staff and committee meetings to ensure that the staff group is well informed, motivated and up to date. Leaders act as good role models and build committed teams, ensuring that staff develop a good working knowledge of the National Standards and evaluate their own strengths and weaknesses in delivering good outcomes for children. Sound induction, supervision, appraisals and time spent in the setting by the manager and committee ensure that the pre-school is monitored well. All staff have very clear sense of purpose and are motivated to provide a high quality setting which staff and children are proud of. Solid and supportive relationships are developed with all staff so that together they provide an inclusive environment where every child matters.

There are written plans for the future in place, which reflect the priorities for the building and outside areas, the session lay-outs, the resources, the induction of staff, and the training programme. For example, the outside learning environment is being extended, more maths resources are to be obtained, the writing area is to be updated and staff are to update their first aid and child protection training. These plans demonstrate how the staff are evaluating the quality of the provision, are able to identify strengths and weaknesses, and are motivated to make changes and improvements.

Staff deployment contributes well to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. This is because there are higher than required staff ratios, staff know exactly what their roles are throughout each session and they are well briefed about their role and responsibilities through an excellent operational plan and clear session planning. They know their key children well, but make observation notes on all children they are working with each day to share with the relevant key worker for that child. They also all play a full part in well organised cleaning and daily routine duties and make sure that they spend as much time as possible in direct contact with children.

Policies and procedures work very well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. This is because they are annually reviewed so that they remain up to date and truly reflective of the setting. For example, a checklist of things for staff opening up to prepare the venue for children, ensures that they are always safe in the setting. Likewise, child details provide sufficient information to enable good care to be given and the accident, medication and incident recording systems work well. Policies are clear and appropriate, detailing the principles and practices of the setting. Registers and signing in books are accurate at all times and are reliable in the event of an emergency. Children's records are also completed regularly so that profiles and reports are usually up to date. Information is kept confidentially and securely on the premises, but is not always filed so that all staff know where everything is.

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

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

There was one point for consideration made at the inspection of nursery education in June 2004. There was one recommendation made at the inspection of care, also in June 2004. These have both been acted upon to improve partnership with parents and to improve procedures for dealing with any child protection concerns.

Pre-school enrolment forms and progress questionnaires give parents the opportunity to inform the pre-school about what their child likes, how independent they are in self care, information about family and any favourite comforters or ways of dealing with upsets. This provides assistance to staff as they provide appropriate activities to assist each child's development and social skills.

The detailed child protection policy contains contact details for the local police and social services which are now accessible for staff to refer to if they are concerned about a child and need to make a referral to the appropriate agencies.

## **Complaints since the last inspection**

Since 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):

- ensure that parents have easy access to discussion with their child's key worker and up to date details for contacting 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):

- ensure that parents have good opportunities to be involved with their child's learning at home.

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)