

# Little Acorns of Rushbury

Inspection report for early years provision

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<b>Unique Reference Number</b>	224129
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Jane Muriel Laraman
<b>Setting Address</b>	Rushbury Primary School, Rushbury, Church Stretton, Shropshire, SY6 7EB
<b>Telephone number</b>	01694 771233
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<b>Registered person</b>	Little Acorns of Rushbury
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Little Acorns of Rushbury opened as a pre-school group in 1994. It is a registered charity run by a voluntary management committee. The group has sole use of one room in a shared demountable building located in the grounds of Rushbury Primary School, in Shropshire. A maximum of 10 children under the age of five years may attend the pre-school at any one time. The pre-school is open Mondays and Thursdays from 09:00 to 15:05 and Tuesdays and Wednesdays from 09:00 to 12:00. It operates during school term times only. Children may attend for a variety of sessions and live in the village or surrounding rural areas. All children share access to an outdoor play area and may also access the school grounds at agreed times.

There are currently 21 children aged from two to under five years on roll. Of these, 15 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs five members of staff and they all hold appropriate early years qualifications. The pre-school is working towards the Quality Assurance award, 'Growing

Together.' They receive support from the local authority and are members of the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's good health is promoted and maintained because staff consistently follow established health and hygiene routines throughout the day in order to keep the premises very clean. Staff also seek information about children's medical or special needs, allergies and dietary requirements prior to them first attending the setting. This information is regularly reviewed to ensure that it remains accurate and is used to provide appropriate care. For example, potty training is introduced according to parents' wishes and when children are developmentally ready. Staff have regard to good hygiene practice when changing nappies. However, the practical arrangements are not ideal, due to the changing mat being placed on the floor in the confined toilet area, and this can cause discomfort at times.

Staff teach the children about good health and hygiene routines from an early age through role modelling, topic work or discussion and as a result children are learning to take responsibility for their own personal hygiene. For example, they wash their hands after using the toilet and before eating food, they help themselves to tissues to blow their noses and they place their hands in front of their mouth if they cough or sneeze. Children only need occasional prompting to carry out hygiene routines and staff encourage their self-care skills by praising and congratulating them when they remember without being reminded.

In the event of accidents, children are treated by staff who have first aid qualifications and access to a suitably stocked first aid box. Documentation is maintained regarding the recording of accidents and appropriate procedures are in place regarding the administration of medication, with suitable records kept which are in line with requirements. Clear, well-written policies, contracts and good relationships with parents ensure individual children are cared for appropriately should they become ill whilst at the setting and sick children are excluded from the provision until they are well, thus reducing the risk of cross-infection.

All children benefit from the regular access to fresh air and exercise that they have in several attractive outdoor play areas each day. Staff plan and provide a good variety of activities that effectively promote children's physical development and contribute to their good health. Children are developing positive attitudes towards physical exercise and a growing awareness of how it can help them to stay healthy because staff make very good references to this fact. The children show good body control and co-ordination as they happily play with the wide range of outdoor games equipment which is available. For example, they enjoy using scooters, riding trikes, pushing prams, rolling hoops and climbing on the large climbing frame. Through playing energetic games, children are developing their skills of throwing and catching, hopping, balancing, skipping and jumping. They play co-operative games, developing their understanding of sharing and turn taking. Children also have fun as they take part in movement activities and action songs indoors, learning to use their bodies in many different ways. Their fine motor skills develop extremely well as they use a wide range of tools and small equipment on a daily basis.

Children's dietary needs are met very well and their good health is promoted because they are provided with regular nutritious snacks and drinks. Individual dietary needs are discussed with parents and recorded. Parents currently provide packed lunches for their children and these

are stored and served appropriately. Details of allergies are available for all staff preparing food to ensure children with allergies are not put at risk of an allergic reaction. Children enjoy the social aspects of snack and mealtimes and confidently engage in conversation with others. Older children gain independence by pouring drinks and helping to serve the snacks. Children learn about healthy living through planned activities and by seeing attractive poster displays about healthy eating topics. This enables children to learn about foods that are good for them.

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

The provision is good.

Children benefit from playing in a secure and stimulating environment, where they are made to feel very welcome. Staff are deployed effectively and the children are well-supervised to ensure their safety. The pre-school room is decorated with attractive displays of the children's art and craft work, which helps to create a child-friendly environment. However, the temperature in the room is not monitored and occasionally it is not maintained at an appropriate temperature when the weather is warmer.

All the children thoroughly enjoy playing with an extensive range of good quality toys and equipment. These resources are appropriate for their purpose, kept in a good state of repair and used effectively to capture children's interest, challenge them and support their play, care and learning, both indoors and outside. Toys are stored in well-labelled boxes, which are accessible to the children, thus promoting their independence and ability to make choices about what they want to do.

Positive steps are taken to ensure the safety of the children as staff implement appropriate precautions to prevent accidents. Staff are aware of their roles and responsibilities with regard to maintaining the safety and welfare of all the children and follow written procedures and guidelines. Staffing levels are good, ensuring a high level of supervision and support for all children. Written risk assessments and safety checklists are in place and visual checks are routinely carried out and used to identify any potential hazards to children. When planning activities for the children, staff consider any safety issues that might arise so that they can be addressed effectively. Regular fire drills are carried out to ensure that all staff and children are aware of what to do in an emergency and there are suitable arrangements in place for monitoring visitors to the provision.

Children are developing their own understanding of how to stay safe through some very effective adult interaction. Staff provide explanations as to how they can keep themselves safe and talk to the children about how to play with toys safely, for example, as they use the marble run. Children also understand that they should not run when inside in case they fall, bump into others or hurt themselves. This helps them to develop their understanding of potential hazards and so they learn to take responsibility for themselves and look after others.

All members of staff have been carefully vetted and have a very good awareness of child protection issues. They clearly understand their roles and responsibilities for protecting children, in line with the pre-school's policies and procedures, which are shared with parents. Staff are aware of the possible signs and symptoms of abuse and neglect and are alert to any unexplained injuries to children. Child protection training has been updated and staff are conversant with Shropshire Safeguarding Children Board guidance. Telephone numbers of the relevant agencies are readily available to ensure that any concerns can be reported expediently should any concerns arise. As a result, children's welfare is safeguarded.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All children benefit from a stimulating, colourful and exciting care and learning environment where they make good developmental progress. They clearly enjoy coming to the setting, separate confidently from their parents and are very happy, settled and secure. The effective key worker system helps children develop good, trusting relationships with staff, who know the children well and respond appropriately to their needs with kindness and consideration. This promotes children's welfare and increases their sense of well-being and security. Children are interested and involved in a range of age-appropriate and meaningful play opportunities, which promote their emotional, physical, social and intellectual development. They are forming positive relationships with other children and staff, who help them to develop their independence and self-esteem through sensitive interactions and regular encouragement. There is a good balance between planned, adult-directed and child-initiated activities.

Younger children's care is well promoted and is being further enhanced through the effective use of the 'Birth to three matters' framework. Staff use the framework when planning for children aged under three years and this ensures that the activities offered are adapted to meet their individual ages and stages of development. Younger children have fun using their senses to explore different textures and tastes and they smile when they put shells to their ears and listen to sounds of the sea. They have a lovely time painting patterns on paper using brushes, rollers or their fingers. They learn to do things for themselves, for example, finding and putting on their sun hats as they go outside to play and they make their own choices about the toys they want to play with. Staff use observations to record children's development and these are used to inform future planning and the next steps in children's learning. The development records are well maintained and staff date entries to show progress. Children's individual needs are met effectively because staff work closely with parents and this also increases the children's self-assurance.

### **Nursery Education**

The quality of teaching and learning is good. Children make very good progress towards their early learning goals due to the staff's excellent knowledge of the Foundation Stage and how children learn. Staff plan, prepare and resource an excellent range of activities to encourage children to develop skills and have fun. They know the children very well and sensitively interact with them to extend their learning as they play. Staff are particularly skilled in questioning children to stimulate and help them to think about what they are doing and how to express their own ideas. Good opportunities are created by staff for child-initiated play and children are well supported to learn at their own pace. A variety of exciting and varied teaching methods helps to ensure children remain motivated and keen to learn.

The curriculum planning is broad and balanced as it covers all areas of learning. There are effective systems in place for finding out about children's developmental starting points and individual interests on entering the setting. Staff seek this information from parents so that they can incorporate children's existing skills, interests and needs into their planning of activities. Topics and themes are planned for the year and the plans show clear links to the stepping stones to ensure all staff are aware of what children should learn from a focused activity. Weekly and daily activities are evaluated to ensure that teaching is effective and that learning objectives are met. Staff ensure that activities are extended or adapted for the more or less able child so they can benefit from the full range of the curriculum and resources available. This helps to ensure that all children are challenged sufficiently. Staff use their written observations and

assessments to track children's progress through the stepping stones and to assist in planning for the children's next steps. This enables staff to accurately monitor what individual children are achieving and learning.

Children are cheerful and confident and demonstrate positive attitudes to learning, showing good levels of attention, curiosity and interest in the well-organised activities and resources. They eagerly join in with the activities, are keen to learn new skills and persist for extended periods of time in their chosen activities. They have very good levels of independence in selecting and carrying out activities and they spontaneously initiate their own meaningful play. Their independence and self-care skills are further developed through day-to-day routines, for example, mealtimes, going to the toilet and getting ready for outdoor playtimes.

With the help of staff, children are becoming aware of the needs of others and are learning to understand right from wrong. They learn to share toys and equipment and understand how to take turns, for example, in using the computer, or ride-on toys in the playground. Children know what is expected of them and are very well behaved as a result of consistent praise and encouragement from staff, which also reinforces their positive attitudes to learning. They are keen to be helpful and polite, for example, they help to tidy away toys and equipment using music and songs to motivate them and they remember to say please and thank you when appropriate.

Good progress is being made by the children in communication and language development. They are confident communicators and able to hold meaningful discussions with each other, often using descriptive language to express their feelings and opinions. Children talk knowledgably about their hobbies, familiar experiences, news, home and family and are able to recall information in the correct context. Good use is made of circle time to help children develop an understanding of the concept of listening to each other and they take turns to talk when they join in at this special time. Staff have introduced the occasional use of 'Sign language' to enable children to experiment with both verbal and non-verbal means of communication and they also learn simple words in other languages. For example, they use French to say 'Bonjour.'

Children thoroughly enjoy having stories read to them and listen intently, showing pleasure and excitement by joining in with familiar parts of their favourite stories, such as, 'Freddie goes to the seaside' and 'Sharing a shell'. They spontaneously access books for independent enjoyment, as the book area is well-resourced and inviting. Books are taken home to share reading with parents and the children draw pictures about the stories in their special reading diaries. As the children look at the books, they begin to understand that print carries meaning and is read from left to right. Older children read a range of familiar words and simple sentences and use their phonic knowledge to spell simple words. They are able to link letters to their sounds and enjoy singing the 'Alphabet Song'.

Children have many opportunities to see and recognise written words, including pre-school equipment labels and their own names. They show an interest in the written word and picture labels that the staff make available to them to depict various activities. Children have many opportunities for mark-making in different activities. Role play activities are used to introduce children to writing, for example, 'Little Acorns Travel Agency' has writing pads for messages and the Vet's surgery has a diary for appointments. Focused activities are used to help children practise their letter formation before they start writing for a purpose. Children develop good writing skills and regularly write their own names on their work.

Children count confidently and show increasing skill in number recognition. The staff use the environment very well to reinforce mathematical concepts and development through a variety of displays. Staff encourage the children to count during everyday activities and routines, such as, when taking the register, lining up to go outside and handing out cups at snack time. Songs and rhymes are used well to introduce children to numbers and table games are available for children to practise using numbers and shapes. Children use positional and comparative mathematical language when playing with the 'compare bears' or 'dinosaurs.' They develop a good awareness of mathematical language, simple calculation and problem-solving through some very effective adult interaction. Children investigate mathematical ideas as they roll and shape dough, fill and empty containers in the water or sand trays and when they build with bricks of different sizes. Cooking activities enable children to begin to understand about weight and measurement as they use balance scales to compare quantities.

Children are developing a very good knowledge and understanding of the world in which they live because their natural curiosity and interests are stimulated by very effective teaching methods and access to an extensive range of activities that form the foundation of later learning in history, geography, science and technology. The pre-school offers an excellent outdoor environment for children in their own purpose-designed 'Forest School,' where they have wonderful opportunities to observe, explore, question, experiment, make decisions for themselves and be curious. They enjoy building dens, hunting for mini-beasts, drawing pictures of fungi, building camp fires and setting nature trails. Skills that have been learned at 'Forest School' are eagerly developed by the children. For example, they whittle sticks and sample the delights of eating the marshmallows they carefully toast in the camp fire using their newly-created utensils. Children investigate many objects and materials, using all their senses. They have access to natural materials, such as, sand and clay, and participate in gardening activities, where they can plant seeds and then watch how they grow and change over a period of time. Through a variety of activities children gain a sense of time and place. During circle time, children talk about their families, their lives and important events to them, so they feel special and valued. They talk about the days of the week, the month and season and they discuss their daily observations of the weather.

A good understanding of the uses of everyday technology is being developed by the children through using digital cameras, computers, push-button toys or tape recorders. Children also learn to construct a wide variety of models, employing a range of techniques and using different tools, materials and objects. Strong community links are made through visits to local care facilities, the church or the library. People who work in the area, such as, builders, paramedics and police officers visit the pre-school and there is a very good relationship with the adjoining school. Children learn about different cultures from their own through well-planned and well-resourced activities.

Children enjoy a range of creative activities. They play with different materials and media, representing their ideas through painting, drawing and acting out different scenarios. They take pride in their creations and enjoy the tactile experiences during art activities. Children's art creations are valued and attractively displayed. They respond to new experiences and describe different feelings, tastes and textures well. They link stories and topic themes to their creative work. For example, they are inspired to paint three favourite sea characters, Blob, Brush and Crab from 'Sharing a shell,' and they talk about anemones, bristle worms and hermit crabs as they paint. Children benefit from a well-resourced role play area. They are able to play co-operatively or independently, following through their ideas together or on their own. They clearly enjoy using their imaginations to develop their games in themed role play activities. For example, they play in the travel agency and talk about booking holidays, stamping passports

and catching planes. They enjoy being vets and look for germs in a rabbit's ear, listen to a horse's heartbeat and just look after Dudley, the giant African land-snail, whilst his owner is on holiday.

Music and movement sessions indoors are effectively used to help children to develop their co-ordination and control by moving in different ways. They thoroughly enjoy the physical activities of dancing, clapping, marching or crawling. Children are enthusiastic when singing rhymes and action songs and show delight when they hear both familiar and new musical pieces. They have regular opportunities to explore sound and play different musical instruments. On one special occasion they were captivated by the sound of a violin played by a member of staff and they were thrilled when they were able to have their own turn at playing the instrument.

Children can access various tools to use for different purposes, for example, scissors for snipping and cutting collage materials or knives for cutting pears in half to make edible hedgehogs. They develop their physical manipulative skills as they pick up and place almond flakes and raisins into the pear to create their hedgehog. They enjoy threading beads and using construction sets. Children also have opportunities to use paint brushes, cutters and other small tools for play dough and this also helps to develop their physical manipulative skills.

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

The provision is good.

Children from all backgrounds and of all abilities are made to feel at home and welcome in the setting because they are treated with equal concern and regard by staff and valued as individuals. Through being fully included in the life of the setting, children develop excellent relationships with both staff and peers and they experience a strong sense of belonging. Staff work closely with parents to obtain relevant information on the needs of each child and use this information to provide care in accordance with parental wishes. This helps children to settle quickly into the group and feel secure. Furthermore, the staff take time to listen to children and look at them when they are speaking to show that they are interested in what the children say and do. Consequently, children feel special and good about themselves, which develops their confidence and self-esteem.

All children are able to develop an awareness of the wider world around them as they access sufficient, suitable resources and activities that encourage a positive attitude towards the diverse society in which they live. Staff talk to the children about similarities and differences in a positive way and teach them to respect other people. Children are helped to develop their knowledge of the world around them as they frequently participate in themed topics where they can learn about different cultures, religions and festivals through a range of practical activities and experiences. For example, they learn about Chinese New Year, Diwali and Harvest and how each festival is celebrated. They visit a Chinese restaurant in a nearby town and sample noodles, stir-fry and bamboo shoots, which they eat with chopsticks. They taste other multicultural foods, such as exotic fruits and they make and eat their own Indian sweets. Whilst celebrating St. Andrew's Day, they enjoy Scottish dancing and they use their beautifully made Chinese dragon when they recreate the traditional dances of China. They enjoy wearing multicultural clothing and make colourful Ethiopian garlands to wear. Children are actively involved in their local community. They attend themed services in the village church and receive visits from people who work and live in the local area, such as, a farrier and community nurse, which enables children to learn about different roles in society. Children's spiritual, moral, social and cultural development is fostered.



There are good arrangements in place for meeting the needs of children with learning difficulties and/or disabilities and they can be fully included. When necessary, staff adapt the environment and activities so that all children can take part. Individual Learning Plans are carefully implemented to ensure that appropriate activities are provided which meet the child's developmental needs. Consequently, any child identified with specific needs receives a good level of support, as staff work well with parents and other professionals involved in the child's care to help the child achieve and make progress.

Children behave very well and respond positively to the high expectations of staff for good behaviour. Strategies for managing children's behaviour are very good, they are age-appropriate and used consistently by staff throughout the day. Staff calmly deal with any inappropriate behaviour by distracting the children or talking to them about their actions and how they affect others. Children's achievements are reinforced and celebrated with the use of a reward chart. Their self-esteem is raised through consistent praise, encouragement and acknowledgement from staff, which further rewards their good behaviour, helpfulness and kindness to others. Staff are excellent role models for the children, demonstrating caring, helpful and respectful attitudes. As a result of all the implemented positive behaviour management strategies, children are developing responsible attitudes.

The partnership with parents and carers is good. They receive comprehensive information about the pre-school before their child is admitted to the setting. They have access to all policies and procedures and information about the 'Birth to three matters' framework and the curriculum for the Foundation Stage of learning. Staff are readily available to discuss any queries that parents may have about any contractual, care or nursery education matter and parents are encouraged to be actively involved in the life of the setting. Daily routines and activity plans are displayed, on a notice board, which outline the detail of topics and themes being covered. Children and parents are then encouraged to bring appropriate items into the setting from home, therefore supporting these learning experiences and opportunities. Newsletters are regularly provided and give detailed information about forthcoming events, any pre-school issues, helpful tips, ideas of how to extend children's learning at home and reminders about topic themes. Photographs of children enjoying their time at pre-school, which are in files and labelled with useful information, give parents an insight into the varied activities which support their child's learning. Parents receive a written 'settling-in' report on their child and then an annual report. They are also able to discuss their child's progress and look at their assessment records during regular parent consultations. Parents are encouraged to share their own views and comments about how they feel their child is developing and contribute to their child's development record. Questionnaires and a 'Comments' book are used to invite parents' views and the pre-school has received positive responses. Children benefit significantly from all these close partnership links as their needs and interests are acknowledged and acted upon.

## **Organisation**

The organisation is good.

The setting is organised very well and the available space is used effectively so that children are able to work, rest, and play indoors and outside throughout the day. Good adult-to-child ratios, a key worker system and the grouping of children means that they are appropriately supervised and well cared for. Staff demonstrate genuine enthusiasm for creating a learning environment that stimulates, excites and motivates children of all ages. They offer children a warm and welcoming childcare and nursery education environment where they are very happy and settled. The staff team works well together, they support one another and are clear about their roles and responsibilities, which helps to contribute towards the smooth running of the

setting. Policies and procedures are used effectively and all the required documentation, which contributes to children's health, safety and well-being, is in place.

Good recruitment and induction procedures are in place, which ensure that staff are suitable to work with children. Consequently, children benefit from being cared for by qualified and experienced staff, who are dedicated, friendly and very caring. All children are well known to the staff, resulting in their individual developmental and learning needs being met.

The leadership and management of the setting is good. Staff are well-qualified and very knowledgeable about the Foundation Stage curriculum and this ensures that their provision is helping children make good progress towards the early learning goals. They are experienced in working with pre-school children, which impacts successfully on the achievements children make. Although the staff continuously evaluate the activities offered to the children, there are no formal management committee systems in place to monitor the nursery education curriculum to identify strengths and weaknesses and this could mean that some opportunities for improvement are missed. However, the management committee is very supportive of staff, using discussions at regular meetings and annual appraisals to identify professional training needs with them. Staff are able to access training opportunities and are committed to improving their knowledge and understanding, as their self-development is supported and valued by the management committee. This in turn helps to maintain a loyal, well-motivated staff group, thus helping to ensure consistent care for the children.

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

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

At the last inspection, to improve the standards of care, the pre-school was required to: ensure that all children's records contain information which enables appropriate care to be given; review existing induction arrangements; review existing risk assessment procedures with reference to national guidance and include outings in risk assessment.

Since the last inspection, the management team have reviewed and updated the format of the children's care records and they have requested additional information from parents and carers. These records are diligently completed and staff are now able to give appropriate care in accordance with parents' wishes. Parents comment on how they appreciate the detail kept within the records and as a result of the improvement, communication with parents is sound and children's welfare has been enhanced. Induction arrangements have been fully reviewed and new staff have access to all policies and procedures within the operational plan of the setting and they also receive mentor support from senior staff. This helps to ensure that new staff understand how the setting operates and they become confident in their role as an early years practitioner. Following advice from the Health and Safety Executive, Pre-School Learning Alliance and the Local Authority, the management team have fully reviewed the risk assessments and checklists used and have also incorporated a risk assessment format for outings. The risk assessments now include all elements as outlined in the National Standards and guidance. As a result of addressing the recommendations, children's safety and well-being is safeguarded.

There were no significant weaknesses to report at the last nursery education inspection, but the pre-school were asked to consider adding paper and pencils to the shop activity. The staff responded to the suggestion straight away and paper, pencils, felt-tip pens and crayons were added to all role play activities and continue to be readily available to children in different areas of the room. This has encouraged the children to spontaneously mark-make in various activities

and their development has been further extended as they begin to write for a purpose. They also enjoy 'reading' their written notes and stories.

### **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):

- improve the arrangements for nappy changing
- monitor the temperature and ensure that the premises are maintained at an appropriate temperature throughout each season of the year.

#### **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):

- implement systems in order for the management committee to monitor and evaluate the effectiveness of the nursery education programme.

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)