

Teddies Nurseries

Inspection report for early years provision

Unique Reference Number	EY252059
Inspection date	26 September 2007
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Setting Address	The Former Riverhead Primary School, Amherst Hill, Sevenoaks, Kent, TN13 2EL
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Registered person	BUPA Insurance Services Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Teddies day nursery (Sevenoaks) has been registered since November 2002. The nursery is part of the Teddies Nursery chain in association with BUPA child care. A day to day manager is employed to run the nursery.

The nursery is situated in a converted school building in the Sevenoaks area of Kent. The children are accommodated in five rooms on two floors. The nursery has a separate sleeping area and milk kitchen for babies. There is a fully equipped kitchen for providing meals for all children. It has a secure outdoor play area available for outdoor play.

The nursery operates from Monday to Friday for 51 weeks of the year. The core hours are from 08.00 until 18.00 but out of hours arrangements are available on request.

The nursery is registered for 63 children aged between three months and under five years old at any one time. There are currently 115 children on roll throughout the nursery. Of these, 29 children receive funding for nursery education. The group currently cares for children with learning difficulties or disabilities. There are currently no children attending with English as an additional language.

There are 20 staff employed to work with the children. Of these, 16 hold relevant early years qualifications. Four staff are currently training to level three status.

The nursery has support through the Teddies Nursery management structure, including other nursery managers, regional managers and the head office. External support comes from the Early Years Advisory Teachers and the Area Special Needs co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children spend their day in a very healthy and clean environment. All staff fully implement excellent hygiene routines throughout the day, ensuring the premises are clean and free from infection and cross-contamination. They wear gloves and aprons for nappy changing, spray surfaces with anti-bacterial spray between use and use different coloured cloths for cleaning routines. The baby room is a no-shoe area, making it clean and safe for the children to crawl and move around in safety.

Children throughout the nursery are learning the importance of using good hygiene routines for themselves. Older children clearly understand the importance of "getting rid of their germs" as they wash their hands before meals and after using the toilets. Staff have introduced excellent mobiles into the bathroom area to help reinforce this message. For example, hanging pictures of bugs and germs, paper towels and soap. Children blow their nose on a tissue, throwing it away in the covered bin to prevent the spread of infection. Staff help the babies wash their hands before cooking activities.

Children know the importance of not putting their hands in their mouths when they have touched the animals at Godstone Farm. They know they must not eat their lunch until they have washed their hands thoroughly to prevent the spread of infection.

Staff protect the children from infection when they play with the sand both indoors and outdoors. They cover the outdoor sandpit when it is not in use and check it each day to ensure it is suitable and safe for children to use. They check the indoor sandpit daily and regularly replace the sand, ensuring it is clean and safe for the children's use.

Staff implement very good medication and accident procedures, keeping the children safe at all times. They label all medication, storing it out of children's reach. Staff place a reminder on a whiteboard in their rooms, ensuring children receive the appropriate dose at the correct time of day. Two staff administer the medication. Staff, many of whom hold a first aid qualification, appropriately manage all accidents. Incidents of biting are recorded separately, enabling staff to monitor any ongoing situations, keeping all the children safe and secure. The detailed records are shared with the parents.

Parents know they must not send a sick child to the nursery, helping to prevent the spread of infection. Staff advise parents of any contagious illness in the group through a notice on the entrance door. For example, a case of chicken pox. Staff implement good procedures when children become sick while at the nursery.

All the children enjoy regular physical play indoors and outdoors. Staff work flexibly to the timetable, fitting in outdoor play at a later time in the day if early bad weather improves. Children enjoy using appropriate climbing equipment to practice their climbing and sliding

skills. They pedal their bikes and use the bungee hopper as they play. Teamwork is promoted through the parachute games. For example, the children work together to throw the ball off the parachute. They develop their imagination as they play with one another in the shop or sandpit.

Children access their own water bottles in the older playrooms. Staff implemented this system after visiting the local school, promoting continuity for the children when they leave the group. Staff clearly label each bottle with the child's name, enabling staff to check each child's daily intake at a glance. Younger children have their own beakers readily available. Babies are given regular drinks throughout the day, preventing them from becoming de-hydrated.

Children enjoy healthy meals and snacks throughout the day. They are able to take a mid-morning snack at a time to suit themselves. Older children take turns to be the helper and give out the plates and food. Children enjoy helping less able children to butter their cracker.

Lunchtime is a very social occasion for the children as they sit together in small groups, sharing their news and discussing their day. They each have their own placemat which specifically identifies the food each child can eat. This system works well in conjunction with the numerous lists and records of individual allergies and dietary needs, ensuring children eat food in accordance with their parents' wishes. For example, mats may say 'can eat anything' or 'may not eat nuts or raw tomato'. Babies only eat foods they have already tried at home without a reaction, keeping them safe at all times. Staff make up the individual bottles, label them and store them in the milk kitchen. Staff list the foods eaten each day, informing parents when they collect their child.

Staff incorporate excellent self-help skills into the older children's mealtimes. They help give out the plates and cutlery, serve themselves with food and clear away their used plates when they have finished. The children wait for everyone to be served before eating their meal. While this is excellent practice this can mean children served first wait a long time, making their food cold.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children spend their day in an extremely, warm, welcoming and child-orientated premises. All the rooms are well-organised, bright and airy. Bright, colourful displays in the playrooms and around the building make it a lovely place for children to spend their day. Staff warmly greet every child and their parents by name, making them feel at home and part of the group.

All the children have ample space to move around freely, exploring their boundaries and environment in safety. Rooms are well-organised, providing suitable areas for children to play, rest, sleep, eat and enjoy messy activities. For example, each room, including the baby room, has a book corner where children can rest or spend some quiet time during the day. The babies' floor is uncluttered, enabling them to practice their crawling and walking skills safely. Each playroom has well-organised shelving, storing additional toys and equipment safely.

All the children enjoy playing in the organised garden. The area is fully secure and large play apparatus is positioned on a soft play surface. Younger children use the area separately from the older children during the day. These procedures help to minimise the risk of accidents.

Staff use separate toilets from the children. They have their own rest rooms, enabling them to relax during the day. An office is readily available for confidential discussions or meetings with parents when required.

The cook ensures the kitchen is clean and in good order. She implements her safe food handling qualification, ensuring children are not at risk from cross-contamination or infection. For example, she wears an apron and hat for cooking and uses a food probe to ensure she serves the food at the appropriate temperature.

Excellent nappy changing facilities ensure children receive the privacy they require whilst keeping staff safe from allegation of abuse. For example, glass doors enable staff to be seen at all times. The areas are well-organised, enabling children to be safely changed with the minimum of fuss.

Excellent procedures for sleeping babies ensure staff check them at regular intervals in addition to the monitoring system between the rooms.

Children are protected through the manager's in-depth knowledge and understanding of managing child protection issues. All staff complete appropriate training, ensuring they are aware of their personal role in managing a concern for a child. All information held is well-documented, ensuring the children's safety at all times.

Children access an extensive amount of toys, activities and equipment throughout the nursery, meeting the developmental needs of every child attending. The older children ably tidy toys away as they are stored in labelled boxes with a picture of the resource. Equipment is mainly stored on low level shelving or trolleys, readily available for children to make their own choices and selections.

Babies use an excellent range of equipment suitable for their developmental needs. They are well-organised, clean and in good order. For example, low chairs with harness, cots for sleeping and soft play equipment. The large sofa enables staff and children to sit comfortably together, taking their drink or enjoying a story. It provides a homely environment and makes a useful prop for children to use when they are starting to walk.

All staff fully implement the excellent safety procedures throughout the nursery, keeping children safe and secure at all times. They count the children in and out of their playrooms for outdoor play, taking the register with them in case of an emergency. All rooms are organised safely and the low level hand rail on the stairs helps to prevent accidents. Stair gates are fitted to all levels and in the baby room, preventing children accessing unsuitable areas without adult supervision.

Excellent arrival and departure procedures ensure children are unable to leave the premises unnoticed. A buzzer linked to the office or playrooms enables staff to check exactly who is waiting to come into the building, monitoring the entrance. They specifically check if anyone is behind a parent, preventing unknown persons gaining access. This safeguards the children at all times. All visitors sign in and out of the premises, show their ID if required and are supervised on the premises at all times.

Staff check the toys and equipment daily to ensure they are suitable and safe for the children's use. Ongoing risk assessments ensure everything is maintained to a high level, keeping children safe at all times.

Excellent supervision of the children at all times throughout the nursery keeps the children safe and secure. Some areas apply a higher staff ratio than required and the manager and deputy are supernumerary. This ensures correct ratios of adults to children are maintained throughout the day, as they cover for staff taking a lunch break.

Staff implement the excellent fire safety procedures at all times. They regularly check the fire alarm and emergency lighting are in working order and readily available in case of an emergency. Children and staff participate in well-documented fire drills each term, ensuring everyone is fully conversant with their individual role and responsibilities. Information is displayed in every playroom, ensuring students and visitors know the procedures.

Staff implement excellent safety procedures when taking the children on outings. High adult to child ratios are maintained and parents are encouraged to be fully involved. The nursery uses reputable coach companies for transport on longer journeys and staff take emergency equipment with their group. For example, first aid kits, children's information and registers.

Helping children achieve well and enjoy what they do

The provision is good.

All the children are developing confidence as they make good relationships with their key worker and other staff. They enjoy being in the group and playing with other children. Young children are starting to develop their language skills as babies babble happily as they play and toddlers able to make themselves understood. Children and staff interact well with one another throughout the nursery promoting a homely, friendly, calm environment.

Babies enjoy exploring the wide range of readily available toys and equipment. They eagerly explore the spinning top, the ball pool and cars and garages. Babies clap their hands excitedly as they make the spinning top work. They enjoy sitting quietly in the book corner, exploring the rag books and sitting with the staff to listen to a story or sing songs. All make their own selections as staff make the toys readily accessible on the floor and within the children's reach, if they have not started to crawl or reach out safely. They enjoy exploring their environment as they roll, crawl and walk round the room. Babies enjoy exploring paint and making cakes under direct supervision.

Toddlers enjoy listening to stories and singing their favourite rhymes at circle time after breakfast. For example they enjoyed listening to 'Don't do that Kitty Kilroy' and singing the group's personalised version of the 'Wheels on the bus'. Many of the children know the words and can copy the actions. Several children can competently count the children to 10 without help. They recognise a range of objects and creatures as they look at the flash cards. For example, fish and a penguin. Children are involved in identifying the toys they would like for free-playtime, choosing bricks, puzzles and musical instruments. They particularly enjoyed listening to the sounds of the tambourine and cymbals. The children all enjoy outdoor play. Staff organise this carefully to ensure different equipment is provided each day. For example, dressing-up clothes, buggies and bikes today.

The Foundation Stage and Birth to three matters documentation underpin the excellent planning throughout the nursery. All staff are well versed in their specific area, recognising the development and progression for the age group of children in their specific rooms. The daily routine is displayed in each room, covering all areas of development and offering a range of free-play and adult-directed activities. Children are not always able to develop their creative skills to their full potential as staff often offer pre-cut shapes for activities.

Nursery Education

All the children enter confidently, separate from their carer quickly, settling at an activity of their choice or joining the group of children. They eagerly speak to the staff, sharing their news. The children are confident to speak in a large or small group, sharing their ideas. For example, discussing the meaning of the word harvest or the fruits included in the book 'Handa's Surprise'. The children are keen to try new activities and enjoy mixing paint with water and watching the changes. They concentrate for long periods of time as they complete the life cycle puzzles or activities at the computer. The children have made new friends and are keen to sit together at lunchtime. Some are sensitive to other children's needs, letting them sit at the table where they intended to sit. They share the toys and equipment well and are able to take turns, sharing the bungee hopper. All the children have excellent independence skills as they use the toilet independently, dress themselves to go outdoors to play and find their own drinks during the day. They are developing an understanding of right and wrong and the outcome of their actions or words. For example, staff helped children to understand it is hurtful not to be friends with one another.

Children use good language skills as they interact with one another as they play. They are able to negotiate with one another. For example, two children playing in the spaceship discussed where to travel to next. They enjoy listening to stories and looking at book in the book corner. A particular favourite is Aladdin. Children enjoy singing songs as they play and learning new songs at group time. Staff extend the children's language as they learn new words during the activities. For example, harvest and gazelle at key work time. Regular activities help children to link letters to sounds and recognise words beginning with the same sounding letter. Some children are able to write their own name using recognisable letters while others enjoy mark making in various situations.

Children are developing good numeric skills as they ably count to 30 and beyond without help. They recognise the numbers one to nine and know how to make up the number 21. Children discuss more or less as they count the items of their choice. For example, the pencils and feathers. They discuss small, medium and big as they play with the comparison bears and heavy and light, empty and full when they play with the sand. Children recognise a range of mathematical shapes including square, triangle and circle. One child recognised the hole in her tights was circular. They enjoy discussing the different patterns on the animals in the book. For example, the zebra and giraffe. Some are able to tell the time with adult support, recognising it was eleven o'clock when the group was waiting to go outdoors to play. Some children particularly enjoy counting the numbers as they go up and down the stairs.

Children have ample opportunities to develop their knowledge and understanding of the world about them. They investigate a range of materials at the nature and science table and explore sand, water, glue and paint daily. The children enjoy cooking activities, identifying the changes to the ingredients as they mix and cook them. They build with a wide range of resources, making space ships, rockets and comets for the solar system activity. Children competently use the computer, using the mouse to select a game and complete the activity. All the children enjoy discussing previous events in their life. For example, they talk about going on holiday to Greece. Many have taken Bramble Bear on holiday, sending a postcard to the group to place on the wall chart of the world. One child talked about when they used to play chase in the garden with another child when they were younger. Children enjoyed planting the garden and watching the plants grow. They helped to water them regularly, recognising they would die otherwise. They enjoy looking for mini-beasts and have a ladybird house in the garden. Children know

bananas grow in hot countries and monkeys like to eat them. They know aeroplanes and rockets travel in the sky, often travelling to far away places.

All the children are developing good physical skills as they confidently move around indoors and outdoors without bumping into one another. They enjoy running and jumping outdoors. They travel over and under the large caterpillar tunnel and run around the pirate ship. Children are developing their understanding of being healthy. They recognise when they need to take a rest or drink after playing outdoors. Regular topics and discussions enable them to understand carrots and other vegetables are good for you. They competently use large and small play equipment developing their large and small muscles. For example, they cut with scissors and use a spade to fill their bucket with sand.

Children are developing good creative skills although some art and craft activities do not always enable the children to develop these skills fully. Staff often offer pre-cut shapes or cut the pieces for the children, preventing them using their imagination. Children enjoy exploring paint as they mix it with other colours, making new colours. They use a range of textures at art and craft activities and construct three dimensional models from a range of resources. They enjoy singing songs, recognising different sounds they can make with their mouth and voice. Children use their imagination as they pretend the dry sand is snow falling and move rhythmically to musical instruments and music. They make play food from dough. For example, sausage, chips, beans and carrots. Children talk about making a seed, discussing whether it will grow into a sunflower or bluebell. Other children play imaginatively in the space rocket or outdoors in the shop or ship.

The quality of teaching and learning is good.

Staff plan the curriculum using medium and short term planning. They involve the children as they evaluate their planning at the end of each day. The curriculum covers all areas equally with a balance of adult-led and free-choice activities included. All staff understand the early learning goals and stepping stones, incorporating these into their regular observations of the children. They support the children's development and progress well through 'open' questions, enabling them to think for themselves. All staff know the children well. They incorporate every child's individual learning and developmental needs into the daily programme. The well written observations identify children's individual learning and next steps for progression. Staff complete an individual profile for every child, incorporating their information from the time they first attended the group. With the well-written report, drawings and photographs parents receive a full account of their child's life at the nursery. Staff organise a special graduation event for the children leaving for school, presenting them with a certificate and teddy as a souvenir of their time at the group.

Helping children make a positive contribution

The provision is outstanding.

Staff treat children and their families as individuals. They respect their differences, incorporating individual needs into the setting at all times. For example, dietary needs and babies' rest and sleep routines for continuity of care. Children access an excellent range of toys, activities and equipment, covering all areas of equal opportunities. For example, dolls, books and musical instruments. Children particularly enjoyed using the book 'Handa's Surprise' as they learned about different fruits, including a guava. They learn about a range of other cultures, including the Jewish New Year. Children can count in a number of different languages and many enjoy their weekly French lessons. Staff display pictures of children from other nationalities on the

stairs to ensure children are aware of other cultures. Children are developing a good understanding of their local community and other people through trips to the local old people's home to take their harvest gifts and visits from fire fighters.

All children enjoy excellent settling-in procedures as they start at the nursery and when they move up to a new playroom. Detailed information is initially gathered for every new child, identifying specific needs and individual likes and dislikes. A number of short visits, meeting the key worker, enable new babies to settle quickly. Key workers liaise with one another and the child's parents to ensure everyone is up to date about each child. Staff support children in new rooms well. For example, they gently remind the children of the rules for the new room and do not expect them to conform immediately. Parents are able to go to work safe in the knowledge that their child is safe and well-cared for.

Staff support children with learning difficulties and disabilities well. The named special needs co-ordinator has a clear understanding of her role and responsibilities, regarding supporting the child and ensuring staff are kept informed about individual children's needs. She has undertaken training in this area and is currently learning sign language to help improve her communication skills with the children. Staff write individual educational plans with simple steps for progression, enabling children to reach their individual potential. Additional support on a one to one basis is available when required. Staff assist in writing a statement for a child to help access additional funding and support required for their individual care.

This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

The children behave well throughout the nursery. Minimal behaviour management was required during the inspection. Older children are fully involved in making the rules. They make picture displays, enabling less able children to understand what is required. For example, 'we are kind to one another' depicts children playing nicely together. The children are encouraged to be helpful and considerate towards other children and the staff team. Staff praise every child's efforts and achievements. They maintain a calm, stimulating environment throughout the nursery, preventing children becoming bored and disruptive.

The partnership with parents is outstanding.

Staff gather extensive information for every child, implementing this to meet their individual needs in the nursery. Extensive information is readily available on notice boards around the nursery, keeping parents fully informed at all times. For example, food and drink eaten each day and the room's curriculum and activities. Additional letters inform parents about special events, including the disco to celebrate the group's fifth birthday. A parent questionnaire is regularly available, enabling parents to let their views be known. There is also a suggestion box in the foyer for anonymous requests. Staff use this information to improve their setting. For example, they have introduced more day to day information for parents about their child's day. Parents are encouraged to be as involved as they wish. For example, joining the group for trips or providing equipment for topics.

Parents are very happy with the care the nursery provides for their children. Many have more than one child in the nursery and would recommend the nursery to their friends. They find the staff helpful, friendly, approachable and accommodating. They are able to discuss their child's development and progress on a day to day level and at organised parents' evenings several times a year. Parents feel their views are considered and they now receive a high level of information about their child, both verbal and written. For example, information for babies is

recorded in their personal diary. All feel the staff team are very caring, putting the needs of each child first.

Organisation

The organisation is good.

Rigorous employment checks ensure suitable people care for the children. Children are never alone with un-vetted staff, ensuring their safety at all times.

Staff work well as team throughout the nursery. They are suitably deployed, using their personal skills to care for the children. For example, staff with knowledge and experience of under-twos work in the baby or toddler rooms. All staff are dedicated and enjoy being with the children, expressing this in the way they work on a daily basis. They are fully supported by a strong manager and deputy who work supernumerary at all times. All staff key work a group of children, building good relationships with them. This enables the children to develop confidence and self-esteem. Staff demonstrate their professional approach to their work as they continue to train and develop their childcare skills.

New staff and students receive good induction information before starting to work in the group. They know the group's policies and procedures, their role and responsibilities and the expectations of them, during their time with the nursery. All students work under direct supervision of staff at all times, ensuring the safety of the children.

The nursery is well-organised at the beginning and end of the day, ensuring ratios are always adhered to, keeping the children safe and secure. Toys and activities are freely available to the children, ensuring this time of day offers them a meaningful experience.

Staff operate a good registration system throughout the nursery, ensuring they are always fully aware of everyone on site at any one time. Staff, children and all visitors sign in and out of the building, using arrival and departure times.

All required records are detailed and stored securely to maintain confidentiality. Staff fully implement the detailed policies and procedures, ensuring the children's welfare, safety and development. Management regularly review these to ensure they meet the National Standards. For example, they included a complaints procedure, updating the policy when Ofsted information changed. The manager keeps Ofsted fully informed of any significant events and ensures all records are stored securely at all times. The provider keeps abreast of changes to the National Standards. They ensure every parent receives a copy of the inspection report with an action plan, identifying how the group will make any suggested improvements.

The leadership and management is good.

The day to day manager has a clear understanding of her role and responsibilities in the nursery, regarding the care of the children and meeting the National Standards. She supports her team well, acting as a good role model. The manager attends team meetings and keeps her staff informed about changes as required. All staff complete an appraisal on themselves, using the information to identify any specific areas for improvement and available training opportunities. They are encouraged to use their initiative and bring new ideas to the team, developing their confidence and self-esteem. The management are aware of the group's strengths and weaknesses. They are continually improving the nursery, identifying areas requiring some work.

For example, continuing to develop the garden and aware creativity can be lacking in some areas of the provision.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery has worked hard to make the suggested improvements at the last inspection. They used an action plan to determine how these improvements would be achieved and when they were completed.

Staff now record all significant existing injuries, ensuring they protect the children at all times.

Full records are completed when staff administer medication to a child. Parents see the record, keeping the children safe at all times.

All staff have attended behaviour management training and fully implement the suitable policy and procedures for the group. This ensures a suitable, consistent approach is used at all times, ensuring the children's safety.

Sound security procedures ensure the children are safe and secure. Staff monitor the entry system to ensure no unknown persons follow parents onto the premises without authorisation.

Staff incorporate learning opportunities for calculation and linking letters to sounds throughout the session, enabling children to practise these during free-play time.

Staff fully evaluate their daily plans with the children to identify if they achieved their aims and objectives and met the individual needs of the children involved.

Complaints since the last inspection

Since 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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):

- review the lunchtime activity to ensure children do not wait for long periods of time for their food

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):

- provide more opportunities for children to develop their creativity and imagination through the art and craft activities (this also applies to care)

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