

Franch 726 Wrap Around

Inspection report for early years provision

Unique Reference Number	205429
Inspection date	19 February 2008
Inspector	Sally Wride
Setting Address	Franch Primary School, Chestnut Grove, Kidderminster, Worcestershire, DY11 5QB
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Registered person	Franch 726
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Franch 726 Wrap Around opened in 1995 and forms part of the Franch 726 charity organisation and also Franch Children's Centre. The centre comprises Little Franch nursery, a local authority nursery, a specialist nursery that caters for children with learning difficulties and/or disabilities, wrap around care, an out of school and holiday club. There is also a separate annex for children aged under three-years old on site. All services operate from the new Franch Community Primary School on the outskirts of Kidderminster. Franch 726 Wrap Around has access to all specialist services and facilities on the school site, including forest school, a swimming pool, specialist play and activity areas, sensory rooms and a designated tree house. The setting serves the local area. There are fully enclosed play areas available for outdoor play.

A maximum of 139 children may attend the setting at any one time. There are currently over 700 children from three to 14-years-old on roll. This includes 34 funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 08:45 until 11:45 and from 12:15 until 15:15. A lunch club is offered from 11:45 until 12:15 or 13:00. Both children attending morning and afternoon sessions are able to access lunch club. The wrap around, out of school and holiday club opens five days a week all year round. Sessions are from 07:00 until 18:00.

A board of trustees, in partnership with the school, oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall Children's Centre manager who has recently been appointed. She is supported by a management team which includes the early years coordinator, a qualified teacher, the head teacher of the school and the Board of Governors. There are 24 members of staff who work with the children. Over half of the staff have early years qualifications to National Vocational Qualification Level 2, 3 or higher. There are two members of staff currently working towards a recognised early years or higher level qualification. Specialist teachers and activity coordinators are employed for activities such as professional story telling, swimming lessons, forest school activities, gymnastics and physical activity sessions. The setting receives support from the local authority. The setting have achieved the Investors in People award and the Inclusion Quality Mark, the Healthy Schools award and Sports England award, in partnership with the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained care environment. Staff follow effective health and hygiene procedures, for example, they consistently wear disposable gloves and aprons for nappy changing and also for the preparation and serving of food. Toys and resources are regularly cleaned to ensure that they remain hygienic for the children to use. Effective procedures are in place for if children fall ill whilst in attendance and medication records are accurate and up to date. Well stocked first aid boxes are easily accessible. Throughout the setting, accidents are well recorded, however, there are inconsistencies in different parts of the provision for how the records are shared with and signed in acknowledgement by parents. For example, although parents of children attending both Little Franche nursery and wrap around care are informed of any accidents that have occurred, they do not sign the records in acknowledgement. Children independently access toileting facilities which promotes their self-care skills well. They develop an understanding of good hygiene practice because they wash their hands at appropriate times using good quality hand washing resources and facilities. Children have a developing understanding of the importance of good hygiene, for example, one child explained 'I'm washing my hands to make them clean for my dinner'.

Throughout the setting children relish their time outdoors. They benefit greatly from being able to freely flow between the indoor and outside play areas to access a wide range of activities, under the direct supervision of staff. They make regular use of three playgrounds where they run around with their friends and practise their throwing, kicking and catching skills with a range of different sized balls. They access the tyre park and use a range of climbing equipment to develop and extend their balance and coordination skills. They use their large muscle skills to bounce around the playground on space hoppers and successfully avoid their peers as they ride on wheeled toys. Indoors, children enthusiastically take part in music and movement sessions. They have great fun as they dance in time to familiar rhymes and songs, moving their bodies in different ways. Older children attending the out of school provision enjoy making dens and engage in group games such as football, bench ball and basketball. They use a wealth

of sports equipment, such as parachutes, skipping ropes and hula hoops to develop and extend their physical control. Indoors they cooperate as they play games of table tennis and table football in pairs. Children use their imaginations well to create their own dance routines and benefit from discussions relating to the importance of taking regular exercise to keep fit and well.

Children are provided with a wealth of activities and experiences that help them to develop an understanding of the importance of leading a healthy lifestyle. They benefit from visits from professionals, such as a dental nurse, who talk to the children about the importance of caring for their teeth. They engage in themed activities about healthy and less healthy foods, enjoying a vast range of relevant activities, for example, food tasting, cooking, picnics and through the use of resources and discussion. Children are well-nourished and enjoy healthy and nutritious meals and snacks throughout the day. During school term time, children are provided with snacks and cooked meals, prepared onsite by the school cook. Parents are also able to provide their children with a packed lunch if preferred. All staff have a clear understanding of children's individual dietary needs and ensure that meals are planned and provided accordingly. During the school holidays, children eat packed lunches provided by their parents. Parents are asked to provide ice blocks in with their children's lunches to ensure that they are stored at the correct temperature prior to being offered to the children. Fresh drinking water is readily available which ensures that children remain well-hydrated during their time at the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in welcoming and attractive play areas where space is organised and used well. This enables children to play safely and move freely between activities. Bright and colourful displays of children's art work are positioned throughout the setting, along with informative posters and mobiles that children are able to use as reference guides, for example, letters, colours and numbers. The provision for the Little Franche nursery and wrap around care is maintained to high levels of safety and security. However, although the out of school and holiday club room is safe, the external door security system is not always effectively used by staff. As a result, although well supervised by staff, children could potentially leave the premises unsupervised and visitors to the setting able to access the children's care environment. Detailed written risk assessments are in place and are regularly reviewed and updated. Staff are proactive in conducting visual risk assessment checks both prior to the children arriving and also throughout the day. This ensures that the vast majority of perceived risks to children are identified and minimised.

Throughout the setting, children have access to an extensive range of good quality and age-appropriate toys and resources. These are well stored and easily accessible to children which allows them to make independent decisions about what they would like to play with and how they would like to spend their time. Toys are regularly cleaned and are safety checked each time that they are used to ensure they are safe and hygienic for the children to use.

Children's welfare is promoted and safeguarded through effective child protection policies and procedures. These are openly shared with parents to ensure that they are well informed of the action that would be taken in the event of a concern about a child in the setting's care. Many of the staff have attended child protection awareness training and have a clear understanding of the known indicators of child abuse and also of the Local Safeguarding Children Board (LSCB) referral procedures. Through regular fire evacuation practises children develop an understanding of the action that they should take in the event of an emergency. Children are kept safe when

on outings and when transported back to the setting from other local schools. All of the required written parental consents are in place and children are well supervised.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, settled and enjoy coming to the setting. They are extremely confident and self-assured to work and play independently or in groups. Children are very interested and consistently involved in a wide range of imaginative and worthwhile play opportunities both inside and outdoors, which promote their emotional, physical, social and intellectual development. Children behave very well and benefit from consistent behaviour management strategies applied by staff to encourage their understanding of right from wrong. Their self-esteem is developed through warm praise and encouragement offered to them by staff, who recognise and acknowledge their efforts and achievements. Children enjoy positive relationships with their peers. They actively seek and involve each other to join in with their play, cooperating, sharing and taking turns. Children benefit from the involvement and interaction of highly motivated and enthusiastic staff in their play. They talk to the children and ask them questions to encourage and extend their thinking. Older children attending the out of school and holiday provision enjoy regular opportunities to access the on site swimming pool, under the direct supervision of staff, a lifeguard and a qualified swimming instructor. They also enjoy outings further a field to places of interest such as theme parks, to the seaside, bowling and to the cinema.

Nursery Education:

The quality of teaching and learning is outstanding. Children benefit immensely from an exceptional planning system that staff expertly tailor to ensure that children's individual learning needs are recognised and catered for. This is developed through rigorous and effective observation and assessment procedures, which inform staff of key areas of focus for individual children. Children are actively involved in the planning processes. At the start of each week, they work with staff to implement their ideas and knowledge into activity ideas for the week, which staff then use to incorporate into planned activities and events. Plans cover all six areas of learning and include the use of both the indoor and outdoor learning environment. Staff have a thorough knowledge and understanding of the Foundation Stage curriculum and use their skills effectively to support children's learning in both adult-led and child-initiated activities. They achieve an effective balance between supervised activities and allowing children the freedom to initiate their own learning. Children are provided with a vast range of challenging, interesting and meaningful activities, which are adapted to meet their individual needs and interests. As a result, children are highly motivated to learn and make many links in their learning. Children make excellent progress in all areas of learning. This is recorded in photographs, children's work and written observations and assessments, which link well to the stepping stones and early learning goals. These are well presented, a pleasure to view and shared with parents throughout the year at formal parents evenings. There is a comprehensive range of resources within the play areas covering all areas of development. They are easily accessible to children, who confidently make decisions about what they would like to play with and how they would like to spend their time. They are provided with a rich and vibrant environment which further enhances their learning. Staff consistently and positively interact with children to encourage their interest, involvement and learning. There is excellent support for children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff work closely with parents and other professionals to ensure that

each child is supported to achieve their full potential. There are strong links with the adjoining school which underpins the smooth transition for children when they start school.

Children are confident and approach learning with enthusiasm and interest. They display high levels of involvement in activities and a very positive approach to learning. They select and use resources independently, consolidating their learning by repeating and extending chosen activities. Their behaviour is exemplary. Children have many opportunities to learn about their own and other cultures through planned activities and events, for example, food tasting, dressing up in clothes from around the world and art and craft activities. Their birthdays are openly celebrated which positively promotes their self-esteem and sense of self. They engage in a wealth of activities that develop their understanding of keeping themselves well, for example, through healthy eating, exercise and taking care of their teeth. They also talk about their emotions and the emotions of people that they see in books. Children manage their own personal needs well as they access toileting facilities independently. They confidently dress themselves in dressing up clothes and their coats in preparation for outdoor play.

Children are confident speakers. They have the opportunity to talk in front of familiar groups throughout the day, for example, sharing their news and interests at circle time. Their listening skills are developed as they respond to instructions given by staff and also on walks in the fresh air to listen to and describe the sounds that they can hear outdoors. They have access to a broad range of books and listen avidly to stories read by staff. They are encouraged to think about and discuss what they can see in the pictures and also about what they think might happen next in the story. In addition, they benefit from weekly sessions with a professional story teller. Many children are confident emergent writers and give meanings to their marks, for example, when writing their names or drawing building plans. All children recognise their own names and often the names of other children. They take part in phonics sessions each day and have an excellent understanding of the sounds that letters make. They successfully use simple sign language to, for example, explain how they are feeling and to greet their peers and staff.

Children are making excellent progress in their mathematical development. They spontaneously count as they play and thoroughly enjoy sorting and matching games either alone or with a small group of friends. They successfully sort according to shape and colour and count and make comparisons between different groups of objects. Many children are able to combine two groups and count the total number, which demonstrates their early addition and problem solving skills. Children see numbers displayed in their learning environment and often refer to these and name the numbers. The vast majority of children count objects beyond ten and staff are skilled at threading mathematical concepts into activities.

Children enjoy exploring the well-resourced role play building site. They dress themselves in fluorescent jackets and safety helmets and use a range of equipment, such as tape measures and spirit levels. They have easy access to writing resources which they use well to write for their own purpose. For example, children make lists of building supplies required and draw large scale plans of what they would like to construct. They use a wide range of materials to design and build and proudly show staff and their peers their constructions. They use materials such as dried pasta, water and sand to explore through their senses and experiment with volume and capacity as they pour from one container to another. Children benefit from twice weekly visits to the on site forest school, during which they have the opportunity to experience the natural environment and great outdoors, taking risks in a controlled environment. They engage in conversations about the importance of taking care of the environment and actively practise recycling. Children enjoy taking Archie the teddy bear on holiday with them. Together with

their families they take pictures of Archie on holiday and write about their adventures. Children have excellent access to age-appropriate computer programmes that link well to other areas of learning, such as colour, shape, letter and number recognition. They demonstrate very good mouse control and learn about sharing and taking turns as they use a timer to ensure that all children are able to take a turn. They learn about the care of other living things as they help tend to the setting's guinea pigs. Under staff supervision they help to brush their fur and help to feed and provide water for them.

Children make excellent progress in their physical development. Each day they participate in a range of activities that support and extend their physical control. Their small muscle skills are developed through the use of tools, such as scissors for cutting, using knives for cooking activities and equipment such as rollers and cutters when manipulating play dough. Children show awareness of space as they make room for each other at circle and story time. They also successfully avoid their peers when running around outdoors and when riding wheeled toys. Children's balance and coordination skills are developed as they use a range of apparatus in the activity area outdoors. They are becoming skilled at balancing along beams and often use milk crates to make their own balancing courses. They use balls well to practise their throwing, catching and kicking skills, working in cooperation with their friends and the staff. Children take part in a wealth of activities that encourage them to think about the importance of leading a healthy lifestyle. They take part in themed activities and events that explore healthy and less healthy foods. Children's understanding is developed through fun activities, such as fruit and vegetable printing, sorting and matching healthy foods into groups of most and least healthy and tasting foods of different tastes and textures.

All children attending the provision have opportunities to use the on site swimming pool, under the direct supervision of a lifeguard and qualified swimming teacher. They are also able to access the pool with their families. Each Wednesday children engage in a gymnastic and dance session with a qualified teacher. In addition to physical activity, they explore the effects that exercise has on their bodies, for example, feeling their hearts beating and talking about being warm following exercise.

The well-resourced role play area is a popular choice with children. They use their imaginations very well to act out familiar events, such as a trip to the hairdresser. They use their resources well to make appointments, make decisions about which hair style they would like and pretend to give their friends and staff haircuts. Children enthusiastically take part in role play picnics with their peers, staff and dolls. They use role play foods to prepare and serve meals for each other and sit and chat as they enjoy the sociable occasion. Children have easy access to a wide range of art and craft materials. They confidently and independently initiate their own creative learning well as they draw on white boards and chalk boards, colour, draw and paint. Children show a keen love of music and happily dance and sing along to familiar rhymes and songs. Outdoors they use a range of large scale musical instruments, experimenting with the different sounds that they can make. Indoors they listen to recorded music, playing their instruments along to instructions that songs provide. They gain experience of different rhythms and experiment with loud of softer sounds that that can make.

Helping children make a positive contribution

The provision is outstanding.

Children are welcomed and play a full part in the life of the setting because staff value and respect their individuality and the family context of each child. Children have a strong sense of belonging and of their own identity amongst their peers. They participate in a vast range of

well-planned activities that promote their understanding of others within the group and the wider outside community. They frequently participate in themed days which support them as they develop an appreciation of different cultures and festivals. Well presented displays and an excellent range of resources creates a colourful, enriched environment where children can see an extensive range of images that promote positive images of diversity.

There are excellent procedures in place to identify and support children with learning difficulties and/or disabilities. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop their full potential. Well detailed individual education plans are produced to identify short-term targets for children. These are regularly reviewed in partnership with parents in order to assess the progress of the child. As a result, children make significant progress in their learning and development. Children with learning difficulties and/or physical disabilities are taken horse riding each week and are provided with additional swimming lessons in the on site pool. This is to support and extend children's physical control, define and improve their muscle tone, balance and coordination, in line with occupational health and physiotherapy recommendations. Each week a speech and language group is run for children. Staff have accessed training from speech and language professionals in order to provide this service on site. The vast majority of staff are trained to deliver Nursery Talk and staff also use sign language with all children to encourage their communication skills.

Throughout the setting, children are very well behaved. They readily share, take turns and cooperate with their peers as they play. Effective behaviour management policies and procedures are in place and are well known by staff and openly shared with parents. Children's self-esteem is positively fostered through warm praise and encouragement offered to them by staff. Their understanding of right from wrong is developed through the consistent management of undesirable behaviour and through discussions that help them to gain an understanding of the consequences of their actions. Children use their good manners at snack and meal times and are encouraged to play fairly and treat the environment, the resources and each other with respect. Children's spiritual, moral, social and cultural development is fostered.

Children's parents receive well written and well presented information about the setting. They receive a colourful prospectus that details the aims and ethos of the provision, in addition to information about how the care of their children is organised. A comprehensive range of policies and procedures are openly shared with parents and regular newsletters are provided to ensure that parents are kept fully informed of new developments and planned activities and events. Children benefit greatly from the friendly yet professional relationships that their parents enjoy with staff. They engage in discussion at the start and end of each day to exchange information about the care of the children and the progress that they are making in their learning. Parents using the Children's Centre with their children receive a vast range of information, advice and support from the manager, the staff and external agencies.

Partnership with parents and carers is outstanding. Parents receive clear and meaningful information about the Foundation Stage curriculum and the programme of planned activities and events. In addition to regular newsletters, parents receive a weekly information sheet that details planned activities and the learning intentions of these. This ensures that they are well informed to support their children's learning from home. Throughout the year a number of parents evenings are held. These include information sessions about the Foundation Stage curriculum, learning difficulties and/or disabilities, and how care and educational opportunities for children are organised. They also provide opportunities for staff to talk with parents about the progress that children are making in their learning and to share children's individual detailed

observation and assessment records, that are continuously reviewed and updated. A robust system is in place for children's induction. All families receive a home visit from nursery staff during which important information is exchanged about children's individual needs and how they can best be supported in their care and learning environment. Children benefit from a period of induction at the setting that helps them to feel settled and secure. Informative courses are run for parents which focus on helping children in their literacy, numeracy and communication skills. Parents are always welcome to stay and play with their children and share any particular skills that they may have. They are actively encouraged by staff to become involved in their children's learning. Children take home reading books and stories to share with their families and also enjoy exploring the contents of story sacks. Parents are provided with information about how best to support their children's early reading skills, both verbally and also in written form. Parents receive ideas for activities to complete with their children at home to extend their learning and, when children are ready, benefit from information about high frequency key words and correct letter formation to practise with their children at home.

Organisation

The organisation is good.

The Children's Centre offers a single point of contact for families with children aged from birth to five-years-old. The main services offered at the centre are family support, integration of early education and childcare, access to health services, support and activities for the childminder network, career guidance, lifelong learning and support. A recently appointed outreach worker is also able to offer support to families in their own homes if they are unable to access services on site. A variety of groups providing a good range of services are well-established on site. These have expanded rapidly in order to meet demand, with a number of services now running twice weekly. The centre manager is proactive in making links with other agencies and meets with them to discuss integrated and partnership working. Strong links are evident between all managers, staff and school personnel. They work together to ensure consistency, for example, in planning for children's childcare and educational experiences and also to ensure that policies and procedures reflect current good practice and professional advice.

Children benefit from the effective organisation of space and resources both indoors and outside. They confidently develop their own ideas as they play and benefit from the involvement and interaction of staff, who encourage conversation and ask the children questions to encourage their thinking. Children attending each of the provisions within the centre benefit from being able to freely flow between the indoor and outdoor play areas. They are well supervised by staff at all times and confidently make decisions about where and what they would like to play with. Excellent organisation of focus activities ensure that children are grouped with a smaller group of peers. This is extremely effective in ensuring that children learn from the activities that they enthusiastically take part in.

Robust recruitment and vetting procedures are in place which ensures that children are cared for by safe and suitable staff. All staff receive a detailed programme of induction which ensures that they are fully informed of their roles and responsibilities within the setting. All staff benefit from ongoing communication with their managers, receiving feedback on their work with children. Children receive good levels of care because adult to child ratios are maintained and staff are suitably deployed, ensuring that children are well supervised and supported in their play and learning.

The vast majority of the required documentation which contributes to children's health, safety and welfare are in place and well-maintained. However, not all accident records meet

requirements because they are not always signed in acknowledgment by parents. All documentation is well stored and only accessed by staff, ensuring that confidentiality is maintained. There is a full range of well written policies and procedures in place. These are well known by staff and effectively implemented in their working practice with children. Policies and procedures are openly shared with parents to ensure that they are well informed of how the care of their children is organised.

The leadership and management is good. The leadership of the setting is well-organised and there is a clear management structure in place. Leaders, managers and staff are passionate about their work and share a strong vision for the setting, which focuses on the personal development and achievement of each child. All managers and staff work very closely together and are actively involved in planning and decision making processes. The leaders and managers provide clear guidance for staff which ensures that they have a clear understanding of the expectations placed upon them on a daily basis. They are very good role models and support and motivate the team effectively. Children benefit from the stable, well motivated and experienced staff team, who are effectively inducted and receive ongoing supervision and annual appraisals. The manager works directly with the children. She regularly monitors the working practice of all staff and is an excellent role model. Regular staff meetings promote consistency and communication amongst staff and prompts, displayed in each room, support their practice. All staff have excellent opportunities to access training. This ensures that they are able to extend their personal and professional development and keep abreast of changes in the childcare field. Parents are approached through ongoing discussion and regular questionnaires for their views on the care and education that their children receive. Their views and comments are both welcomed and valued. Detailed planning and evaluation systems are in place to ensure that good quality care and education is provided. However, although a detailed school development plan is in place, not all aspects of the early years provision has been considered. Regular meetings are held with all managers of extended services onsite to ensure partnership working and consistency. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to make improvements to the written complaints procedure. This has now been updated to include Ofsted's contact address and telephone number. It is openly shared with parents to ensure that they are fully informed of the procedures to follow in the event of a complaint. The provider agreed to ensure that staff identify and act on risks to eliminate them and also to ensure that regular fire evacuation procedures are carried out in the out of school group. Full and detailed written risk assessments that identify all perceived risks to children are now in place. Staff also undertake visual risk assessment checks throughout the day to ensure that the environment in which children are cared for is safe and free from hazards. Children attending the out of school group participate in regular fire evacuation practises to ensure that they are familiar with the actions that they should take in the event of an emergency. The provider agreed to make improvements to the accident recording system and the way in which accident records are shared with and signed by parents. At present, parents of children involved in accidents that occur in Little Franche nursery and later attend the wrap around care, do not sign to acknowledge accident records. Although they are verbally informed of accidents that occur and receive a written record, their signatures are not secured. Therefore the system is not effective and remains an area for further improvement. At the last inspection the provider agreed to continue to develop and make improvements as laid down in the school improvement plan. Since then the school has closed and a new school opened following the reorganisation of two schools. A new school improvement plan has been developed,

however, not all aspects of the early years provision has been considered and therefore remains an area for further development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are 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 the premises used for the out of school and holiday club are secure
- ensure that all accident records are signed by parents and develop a system to ensure continuity between Little Franche nursery and wrap around care.

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):

- develop further the early years development plan.

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