

East Leake Day Nursery and Pre-School

Inspection report for early years provision

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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?

East Leake Day Nursery opened to provide full day care in 1996, and went on to provide out of school care and a holiday club in 2001. The nursery operates from a number of areas within buildings sited on Manor Farm, East Leake. The nursery also have access to a kitchen, toilets, an office, laundry, staff facilities and large outdoor play areas.

The nursery is registered to provide 106 places, and the out of school club 25 places, for children aged under eight years. There are currently 181 children on roll. The group are registered to receive funding for children aged three and four years old. Currently there are 59 children in receipt of nursery education grant funding. The nursery supports a number of children with learning difficulties and/or disabilities. All children currently speak English as their first language.

The nursery is open five days a week, Monday to Friday for 50 weeks a year, closing for a week in August and a week over the Christmas period. The opening hours are 07:30 to 18:00. The out of school club also operates Monday to Friday, from 15:30 to 18:00, term time and 07:30 to 18:00 during school holidays.

There are 42 staff working at the nursery, 29 of these hold qualifications in early years with other staff members currently attending on-going training. Training is accessed through the Early Years Development and Childcare Partnership and in-house training through a relevant training organisation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is very effectively promoted throughout all aspects for the nursery provision. Excellent hygiene routines and meticulous cleaning systems ensure the risk of spreading infection is reduced. Rooms are very well ventilated maintaining a pleasant and fresh odour. All staff undertake initial training on health and safety, this is clearly evident through their competence in the care of children. Posters and notices are positioned to remind staff of the good practices for hygiene when changing nappies. Aprons and disposable gloves are worn and the changing areas thoroughly cleaned between each nappy change. Important hygiene practice in the baby room is very well established. During routines of the day staff proficiently ensure that all feeding equipment is sterilized. Children's bedding is clean, individual to one child and laundered as appropriate, preventing cross-contamination. Toys that are used are cleaned or sterilized each day. Staff remove outdoor shoes to enter the carpeted areas maintaining a hygienic surface for the non mobile babies. Commendable systems are in place to support children to learn about healthy practices, as a result they independently wash their hands after visiting the toilet or before eating. Children are gradually supported to take responsibility for their personal needs in preparation for school. Very young children develop an awareness of important routines to maintain hygiene. Child-friendly posters are displayed in the bathroom areas and displays at child-height show examples of children's art work completed during topics about germs. These offer an effective visual reminder and staff are on hand to support younger ones. Robust procedures are in place to ensure that the children's health is protected during the regular visits out in the nursery grounds, farm and the woodland areas.

Comprehensive systems are in place to make certain that the medical needs of children are successfully catered for. Systems for administering first aid and medication are secure. A good proportion of the staff team hold up-to-date first aid qualifications. Records are shared and relevant permissions from parents are in place providing continuity in children's care. Additional training has been accessed to ensure staff are well prepared and competent to deal with more specific medical requirements such as severe allergic reactions. Appropriate procedures are in place in relation to the exclusion of sick children. The policy is shared and posters are displayed if illness is observed in the nursery enabling parents to look out for potential signs. This supports and maintains a healthy environment for children and staff. Good systems are in place to guarantee children's dietary needs are catered for. Staff work closely with parents and information is clearly documented and used to ensure foods are provided that meet children's needs in terms of dietary equipments and development. For example, foods are blended and finger foods provided for the younger ones as required. Home-cooked meals are provided which are nutritionally balanced. Children experience cultural diversity through the food provided at meal times and through food tasting activities during the variety of festivals and celebrations. Children are encouraged to make healthy choices through the fresh fruits and drinks provided at meals and snack time. Topics and activities are planned to support children in learning about healthy foods and the effect of these and exercise on their bodies. Older children in pre-school plus benefit as their independence is well fostered. They operate a snack bar system, freely choosing when they have a mid morning or afternoon snack and pouring their own drinks. All

children have regular access to fresh drinking water ensuring they are well hydrated throughout the day. Babies are fed according to their individual routines, with staff making time to bottle feed babies in arms.

Exceptional opportunities are provided for all children to benefit from fresh air and physical exercise in the outdoor areas. A key strength and unique feature of this setting is the fantastic variety of outdoor activities. Children make use of a variety of toys and resources in the enclosed outdoor play areas. Equipment such as slides, climbing equipment, wheeled toys, balls and stepping stones are used within the nursery areas to provide experiences for children to develop their physical skills. Individual outdoor play areas enable staff to provide increasingly challenging equipment to ensure children continue to make progress in their physical skills and confidence as they move through the nursery. Wider activities are provided in the farm, with a climbing wall, swings, castle and pirate ship that provide crawl spaces and further opportunities to explore physical skills and develop spatial awareness. The nursery and farm setting work very closely together to provide and create innovative and rich learning opportunities. The outdoors is used as an excellent learning resource whenever possible. With parents' consent and support of providing appropriate clothing, children explore the changes of the woodland throughout all seasons. The out of school club and pre-school children visit the heated log cabin in the woods and explore the lifestyles and habitats of woodland creatures and insects. They enjoy walks in the farm observing the animals and talk about the importance of respecting nature, trees and plants as they help to make fresh air for us to breath. The nursery's commitment and forward thinking means that even the youngest non-mobile children get out in the fresh air. Six seated pushchairs are provided and enable the babies to enjoy walks to see the animals and feed the ducks and geese. Effective planning and organisation in the pre-school rooms provide children with free choice to play indoors or outdoors throughout the day, importantly fostering a positive attitude to physical activity and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is clearly a high priority in this setting. The nursery and outdoor areas have effective security systems, with all entrances having coded locks. Children are grouped appropriately into age and ability groups, this system is flexible to meet the individual children's needs. Good organisation ensures that children are able to safely explore and play as they access toys and equipment appropriate to their age and development. Within rooms areas are created for messy play, carpet play and active play, with space created for quiet, restful activities and peaceful sleeping as required. Secure systems are implemented by staff who frequently monitor and check sleeping children ensuring their well-being. The buildings and outdoor areas are very well maintained, the nursery is brightly decorated and immaculately clean. Staff are committed to their role and work hard to provide a welcoming environment. Information and children's work is displayed demonstrating that children are valued and their achievements celebrated. Toys and resources are set out attractively encouraging children to take part and settle quickly upon arrival.

Children's safety is further supported as staff are proactive in maintaining a safe environment. Regular risk assessments are conducted and action to further reduce the potential risk of accidents is taken as appropriate. Outdoor areas are checked each day before children use them to make sure they remain suitable. Children are very well supervised. The effective organisation of room and facilities ensure that each unit has access to toilets or nappy changing facilities, toy storage and facilities for preparing drinks and snacks. This ensures that staff remain within rooms and that adult to child ratios are maintained consistently. The layout of rooms also

supports children's development, for example, children can develop personal independence through accessing the toilet themselves or selecting toys from accessible storage units in the pre-schools. Resources are very well maintained and are of high quality and purchased from reputable suppliers of nursery equipment, ensuring their suitability for the age and numbers of children using them. Children's individual needs are met as the range of equipment is varied. The baby room is equipped with highchairs, low chairs, cots, spacious prams and a range of homely resources. This enables children to sleep in comfort according to individual preference. Their development is supported as they are able to build on physical skills; pulling up safely on domestic-style chairs. Furnishings provide ample opportunities for babies and staff to mutually enjoy cuddles and close physical contact in an appropriate manner.

A praiseworthy aspect of this setting is the effective and innovative practices that help children to develop an awareness of keeping themselves safe. Children engage in opportunities to learn about road safety. They understand about safe practices in the nursery, for example, not to run indoors and to look where you put your feet when coming to sit on the carpet, so as not to tread on others. Older children in the nursery and children attending the out of school care facilities develop an in-depth knowledge of safe practices through the skills and competence of staff supporting them during the woodland activities. They have opportunities to use potentially hazardous tools in a secure and highly safe and organised environment. They experience camp fires and talk about all aspects of fire safety in the woodland and in nursery when taking part in emergency evacuation drills. The comprehensive health and safety policies in place are effectively implemented by staff, providing parents with the secure knowledge that their children are safe and well protected at the setting. Top managers are secure in their knowledge of child protection issues in relation to child abuse. They understand their responsibilities, know what to record and who to share their concerns with both internally and externally. Staff new to senior roles are less secure in their knowledge of this area of work and the written child protection policy lacks some necessary details to guide staff practice in the absence of the manager.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are clearly happy and enjoy being at this setting. They access an excellent range of practical hands-on activities that help them to make progress in their learning and development as they take part and explore. Staff competently use systems such as the 'Birth to three matters' framework to plan and provide stimulating and varied activities that support the younger children's progress in all areas of development. Assessment systems are firmly established, observations are made and used effectively to plan future activities to help children to build on the skills they already have. Wonderful, personal and individual development records are maintained. These include written observations, photographic evidence and examples of children's art work and show evidence of children's progress. These are shared with parents frequently and given as the child leaves nursery providing an extensive record and truly individual keepsake of the child's time at nursery.

Staff are on hand to support, nurture and guide children during the daily routines and play. Younger children's language skills are fostered excellently as they are in a language-rich environment. Staff working with the babies and younger children keep up vocal communications, they sing and talk to children throughout nappy changes, feeding times and during play activities. Children are comforted as they awake, staff softly sing to them and provide time for them to become accustomed to the room before they begin to play and explore. Excellent relationships are evident, children are relaxed in the staff's company. A strong sense of genuine

care is established throughout the nursery. Staff are enthusiastic in their play and interaction with children. A sense of mutual enjoyment is present. Children approach staff to join in activities or for comfort and support. Many opportunities are seized for one to one interaction, sharing books together and engaging in conversation specific to individual children's lives and experiences. As a result, children are valued and feel a sense of belonging. Staff in each room have excellent knowledge of the children in their care. The 'key worker' system and organisation of staff effectively supports this. Continuity is provided in children's care as staff are based in rooms and are introduced to parents and children for whom they will take overall responsibility. This enables staff to provide activities and follow routines that are highly appropriate to the children in their care. Those in the 'tots' room access an increasing range of sensory activities, exploring the feel of cornflour, showing delight as the cool mixture dribbles over their hands. They practise and consolidate physical skills as they crawl through tunnels and tents indoors. Opportunities are provided for children to rest and sleep in their own time. As children move up through the nursery, activities become more involved and staff support children to play independently and increase their concentration. Children in the 'toddlers' enjoy a walk out in the farm and woods, they collect leaves and bring them back to make pictures in the nursery room. Important skills of sharing and taking turns are supported, children complete an inset puzzle together as 'tidy up time' approaches. Routines are well organised to begin to offer children purposeful times to come together for short group activities. They gather and sing actions songs on the carpet, settling down ready for lunch to arrive. In 'Rainbows' an increasing range of activities are provided, enabling children to develop independence further and to begin to freely select resources to extend their play. For example, in the role play area children can access a range of dressing up clothes to extend their imagination as they explore familiar experiences. They listen well and enthusiastically take part in musical sessions, as they join a regular visitor and his guitar in signing a variety of songs. Children are highly motivated as they take part in a wide range of interesting activities in the nursery, the surrounding farm and private woodland areas. Children attending the out of school care provision have access to a separate room which is for their sole use. Here they can make it their own through displaying art work and accessing a range of activities appropriate for their age, from jewellery making to pottery. They experience an excellent range of interesting and unique activities. They are confident to express their wishes and adults take account of this when planning and providing for their enjoyment and learning. For example, during one of the frequent trips to the cabin in the woods, children instigate a talent contest. Staff provide materials to create a stage area whilst children independently gather resources to pretend to film and present their show. Children are equally involved, boys, girls, younger and older children all take part showing that children have respect for each other's abilities and differences. Children willingly share examples of the wool beads they have made out of wool from the sheep on the farm, creations of wood carvings and evidence of willow sculptures are all evident.

Nursery Education

The quality of teaching and learning is outstanding. As children aged three years move into the pre-school and pre-school plus they are cared for and taught by a consistent staff team who are motivated and enthusiastic. These staff have an excellent and secure knowledge of the Foundation Stage curriculum. They observe and record children's progress along the stepping stones and use this information to plan effectively for future learning and development. A good balance of adult-led and child-initiated activities are evident, helping children to be active learners and enjoy what they do. Topics and activities cover all six areas of development comprehensively. Staff are skilled at seizing upon children's interest to support their development. A group of lively boys actively develop their mathematical skills of problem solving as they take part in creating a car park for their cars. Staff skills of effective questioning

helps them to think, estimate and calculate how many cars may fit in as they play. In addition time is provided for them to freely explore, as a result they concentrate for long periods and are engrossed in their play. Imminent plans to make signs and markings on this self-made car park, to support children's literacy skills, demonstrates the secure knowledge that wider areas of learning are brought into child-initiated activities.

Excellent use is made of the outdoor play areas, children are able to choose to play indoors or outdoors during the day. As well as providing excellent opportunities to develop physical skills, using scooters, stilts and large climbing resources, children experience an extensive range of activities and thus develop in all areas. Their creativity is supported as they paint on a large scale using wall paper along the fence, and act out familiar events using home corner equipment. Books are provided for children to look at on a child-sized picnic table. They develop number skills as they take part in a treasure hunt looking for numbers hidden outdoors and bringing them back to put on the number line. As mentioned previously a unique feature of this setting is the extensive learning opportunities afforded by the surrounding farm and woodlands. This is very effectively used to provide increasing learning opportunities for children, particularly in the area of knowledge and understanding of the world. Excellent opportunities are provided for children to explore features of the natural world in all weathers. Children take part in woodland and farm walks, exploring features of the environment and the animals. They collect natural resources to use in craft work and develop their imagination as they gather together on logs to listen to stories either told, read or acted out from memory. Younger ones consolidate their knowledge as they have opportunities to continue their learning outdoors. For example, children talk about shapes in the nursery and look at them in books or on posters. This is extended and opportunities are created for children to explore these concepts in reality as they look for shapes in the environment. They feel and see the circle shape of the wheels on the tractor, and of the sawn tree trunks.

Routines of the day are used effectively to support children's development. Children help to pour their own drinks and make sandwiches for tea, developing physical skills as they use tools to spread fillings onto sandwiches. Pictures, signs and symbols are used effectively to support all children's communication skills and to help more able ones to understand that print carries meaning. Purposeful opportunities are provided for children to make marks and develop early writing skills. Materials for drawing and writing are added to role play areas to enable children to make marks as they play in the hospital or shop area. Staff importantly demonstrate writing as they sit with children to make up a story, recording children's ideas on large paper. The children are good communicators and show developing language skills talking about events in their own lives during large group situations. They verbalise their actions during play and share ideas with their peers. Children are kind and considerate of each other's needs and feelings, demonstrating important social skills. A young child shows his developing confidence as he demonstrates to the group his part in the forthcoming Christmas production. His self-esteem is supported from the rapturous applause from staff. Upon return to his place on the carpet he is greeted by a hug from his friend in celebration of his achievement.

Practitioners are secure in their knowledge of effective systems to support children with learning difficulties and/or disabilities. Individual education plans are developed and discussed with parents and relevant professionals to ensure all children make outstanding progress in relation to their starting points. Numbers of staff present ensure that all children receive the support, encouragement and attention they require to be confident and happy learners. Monitoring procedures and continual evaluation of teaching practices enable staff to maintain the high standards of teaching. The staff team work exceptionally well together and strive to continue to build and extend upon the varied and imaginative learning opportunities for the benefit of

the children. Staff are highly skilled in their management of children and their behaviour. Children are spoken to with respect and as a result this is reciprocated. Children are polite and well behaved as they are continually active and interested.

Helping children make a positive contribution

The provision is outstanding.

Children are confident, settled and happy in the setting as a result of staff's commitment to respecting and valuing them as individuals. The staff's consistent approach to gaining comprehensive information about children is worthy of recognition. Information is shared verbally and recorded fully to ensure that children receive the best care, appropriate to individual needs. Children are supported to feel special and a sense of belonging through reward systems, displays of photographs of themselves and of their work. Staff are exceedingly caring and genuinely endeavour to ensure children are included. Staff respond enthusiastically to a child's feelings of missing his pets. They arrange for the farm's dog and new kittens to visit the nursery, children enjoy this exciting opportunity.

Children are treated equally and fairly, staff implement the equal opportunities policy effectively throughout all aspects of the nursery. Activities are presented in a variety of ways to ensure all children have equal access. Children's spiritual, moral, social and cultural development is appropriately fostered. Toys, resources, books and posters all reflect positive images of the wider society and are used effectively to help children to explore people's similarities and differences in meaningful ways. Activities are planned that help children to learn about other cultures in the wider sense. Children new to the country share experiences of how they celebrate Halloween. All children explore a huge variety of festivals and celebrations, some of which include St Patrick's Day, Diwali, Hanukkah and Christmas. These activities include taking part in craft activities, parties, songs, making instruments and trying various foods. All children have taken part in fundraising events to support various charities, offering children an insight into the lives of others. Children's behaviour is exemplary, they are kind and considerate of each other's needs. Some children in pre-school independently take turns with scooters, one shows empathy to another as he runs back with words of 'Oh are you OK?' after a brief tumble occurs. Effective systems of praise and reward support children to behave appropriately. They help children to have pride in their achievements and develop a positive self-esteem. Stickers, reward charts and medals are given in response to achievements. This is done on a fair and equal basis, rewarding good behaviour, kindness, helpfulness as well as academic progress. Children understand and contribute to the 'nursery promises', showing they understand expectations to be safe, kind and considerate to each other, adults, resources and the environment. Children who have additional needs are able to access play and learning alongside their peers. This is due to the competence of staff who have relevant experience and training in this aspect of work. All children are developing the use of signing as a means of communication. For the younger children this is an effective tool to help them to share their wishes until they are able to verbalise their needs. Visual aids are provided as a time line in each room, helping children to develop an awareness of the daily routines and what happens next, for example, pictures of play materials and then a dinner plate shows children that after playing they will sit for dinner. This also supports those new to the setting to know when their adult will return.

Good relationships are forged with parents ensuring that information is shared. Relevant permissions are obtained and as a result children are cared for in line with parents' wishes, promoting good working relationships. Staff are available each day to verbally feedback to parents and provide written accounts in the form of 'Daily Diaries' to support this. In addition information about the day's activities is provided on 'white boards' in each area. A wealth of

information is shared about the nursery policies and practices via display boards and through the nursery prospectus. This enables parents to be secure in the knowledge that their children are well cared for, that full consideration is given to keeping them safe and ensuring their happiness. Time is arranged to talk to parents about children's development and information is provided about activities provided and the learning behind these. The setting are committed to providing a professional high quality service for children and parents and actively seek feedback from parents in order to make further improvements.

The partnerships with parents and carers of children receiving funded education is good. Information about the educational curriculum 'Foundation Stage' and how children learn through play is provided in the pre-school rooms on displays and in folders of information. Little is provided in the nursery prospectus about the Foundation Stage. Information is shared about children's developmental progress at planned parents' evenings and during informal discussions each day. The nursery are beginning to provide opportunities for parents to be involved in their children's learning through interesting systems such as the travelling bear. This involves children taking the bear home or on trips and holidays and then returning to nursery full of information to share. Newsletters provide some information about future events and topics enabling parents to come and spend time in the nursery to share skills and experiences if they wish.

Organisation

The organisation is good.

Children's safety and welfare is protected as they are cared for by staff who are suitable to work alongside them. Robust recruitment systems are in place to ensure staff hold relevant qualifications and have appropriate and varied experienced of childcare. More than half of the staff team are qualified to level 3 in childcare. Importantly staff working in the out of school care have qualifications appropriate to the care of older children, such as play work. Staff attend training events to further develop their skills and knowledge to the benefit the health and safety of the children as well as their development aspects. A rolling programme of attending first aid and food hygiene is in place to ensure these skills are kept up to date. There is a strong sense of team work, staff share skills and good practice. Ratios of adults to children are well maintained, consequently children receive high quality care and attention from enthusiastic carers. Time is taken to develop strong relationships between staff, children and their parents. Written policies and records are in place and implemented effectively to maintain the smooth day to day running of the setting. Most include the necessary and current legislative details. Records relating to the children are well maintained, shared with parents as required and stored in an organised and confidential manner. The nursery shows a strong commitment to always striving to improve further. Managers have effective systems of monitoring and reviewing practice to maintain high standards. All staff are involved in a system of reflecting and reviewing practice to identify potential areas for improvement. Staff meet regularly as a team and take part in appraisals identifying areas for development. Overall, children's needs are met.

The leadership and management of the nursery education is good. There are clear systems in place to ensure all areas of the curriculum are equally and comprehensively covered, consequently children's learning opportunities are outstanding. A strong commitment to continually extending and building on the educational curriculum is evident. The pre-school teams and manager of the nursery work closely with other professionals to review practice and willingly take on board advice and support for the benefit of the children. Systems are being developed for strengthening communication with other educational establishments in the surrounding area to further support all children in their transition to school.

Improvements since the last inspection

At the last care inspection the setting agreed to ensure that vetting procedures were completed for all staff and volunteers, this is well established and all adults coming into contact with children in the nursery, farm and woodland areas are appropriately vetted and suitable to be working with children ensuring their safety is protected. In addition the setting agreed to improve the system of conducting risk assessments in the event of significant changes and to use accident records to identify and address potential hazards. The nursery's system for conducting risk assessments is very comprehensive and conducted several times during the year. In addition the manager has secure systems for reviewing practice including monitoring the accident records to identify any patterns of accidents that could be prevented. This system works effectively to reduce potential risks to children. Accidents are few in number and generally relate to children's development, for example, occasional tumbles when developing walking skills.

At the last education inspection the setting agreed to ensure the programme for children to explore other cultures and beliefs was developed further, this was also raised as an area for development with the younger children. This area is a key strength of the setting. Opportunities for children to explore their own beliefs, customs and culture as well as those of others is widely covered through planned activities, topics and general daily activities. All children are actively encouraged to talk about their home lives and experiences and to explore the lives of others. They talk about houses, countries, foods, and celebrations from across the globe, and explore issues closer to home.

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):

- provide increased opportunities for staff new to senior roles to develop a more secure understanding of child protection procedures in the event of having to implement such procedures in the absence of the manager

- review and update some policies required for the safe and efficient running of the setting in relation to the written complaint and child protection procedures.

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):

- increase opportunities and provide exciting ideas or resources to enable parents to continue to support children's learning at home

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk