

Promises Day Nursery and Get Set Out of School Care

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?

Promises Day Nursery was registered in 2003 and the Get Set Out of School Club opened in 2006. They operate from purpose built accommodation centrally sited on the Holme Hall estate in Chesterfield and serves families from both the local and surrounding areas.

A maximum of 39 children may attend the nursery at any one time and a maximum of 40 children may attend the Out of School Club. With the exception of Bank Holidays and between Christmas and New Year the nursery is open each weekday from 08:00 to 18:00. The 'Get Set' Out of School Club is open from 08.00 to 09.00 and 15.00 to 18.00 term time and also operates on Wednesdays during school holidays. All children share access to a secure enclosed outdoor play area. There are currently 78 children aged from birth to under eight on roll at the nursery. Of these 26 children receive funding for nursery education. There are currently 48 children on roll within the out of school club. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery and out of school club employs 20 staff. Thirteen hold relevant childcare qualifications and four staff members are working towards qualification. The provision is

managed by Family Centres Limited which is a wholly owned trading subsidiary of Acorn Christian Ministries, and forms part of their Ministry and outreach to the community. The specific ethos of Christian teaching remains fundamental to the philosophy of the care and teaching.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is well promoted in the setting as there are effective hygiene procedures. Stringent nappy changing procedures are adhered to. Staff wear aprons and spray changing mats with antibacterial spray between each child and implement thorough hand washing procedures to minimise cross infection. All staff undergo food hygiene training to ensure they are fully aware of relevant food safety issues. Children learn about good hygiene through daily routines. They know that they wash their hands to 'clean off germs because they might make you poorly'. The risk of infection is effectively minimised consequently, children's health is well maintained. Clear procedures are in place to exclude children when they are ill, particularly if they are infectious. Parents are informed of any contagious illnesses and are provided with useful information leaflets helping them to identify early signs and symptoms and seek appropriate treatment. Children receive appropriate care when they have an accident or become ill to maintain their good health. Seven staff hold a suitable first aid qualification and are available to deal with accidents as they occur. Accident records are maintained and shared with parents. However, they lack sufficient detail in relation to the nature and description of the injury which potentially compromises children's health as parents may not receive clear information about the injury sustained. Parental consents are obtained regarding the seeking of emergency treatment or advice and the administration of medication. Medication records are clearly maintained and effectively shared with parents.

Children are satisfactorily nourished and their health and dietary needs are sufficiently met because practitioners work closely with parents. Staff are aware of and adhere to children's individual dietary requirements. Effective systems are in place to ensure this information is cascaded to relevant personnel including the nursery cook. Children begin to learn about healthy eating through activities such as making and enjoying vegetable soup using fresh produce supplied by a parent who grew the vegetables on his allotment. Weekly menus include some healthy options such as roast chicken, spaghetti bolognese and fresh fruit is provided daily. However, they lack variety and include a large proportion of processed foods such as fish fingers, chicken nuggets and tinned custard which does not effectively and consistently promote healthy eating practices. Fresh drinking water is readily available to children at all times. Staff are not deployed effectively at mealtimes. They stand around tables serving food and clearing plates ensuring children receive adequate portions but do not sit with children to provide good role models for social behaviour or support conversations. The feeding of babies is often interrupted as staff try to meet the needs of a number of children spread between highchairs and a low-level table across the room. Staff stand when feeding babies in highchairs and offer little meaningful engagement over this busy period.

Children enjoy daily opportunities to be active and have physical exercise both indoors and outdoors which promotes development of their physical skills. The spacious, well equipped garden is used by children of all ages. The garden has been designed with children's developmental needs in mind and includes safety surface and grassed areas, hills and slopes, climbing equipment and slides. Areas have been sectioned off to allow for various age groups to utilise this area simultaneously. Children enjoy digging in sand and soil. They confidently

negotiate obstacles when using wheeled toys and show excitement as their efforts of pushing the bike to the top of the hill are rewarded with an exhilarating ride to the bottom. Local outings are planned such as to the local park areas and shops. The children also have opportunities to use the main hall for physical activities, for example, music and movement session and parachute games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment which helps them to feel secure and comfortable. Children's art work is attractively displayed and clearly labelled to help create a sense of belonging. Furniture is well organised to help create an accessible and stimulating environment. Base rooms contain furniture and resources which are age-appropriate and all rooms have a quiet area with books, cushions and bean bags to provide children with a space for relaxation. Play space within the toddler room has been carefully considered to ensure children requiring walking aids have easy access to all activities, successfully promoting their independence and self-confidence. Children use a good range of toys and equipment which are safe and suitable. They are checked and cleaned regularly to ensure they do not pose a hazard to children. Older children attending the out of school club are consulted about play materials they would like to purchase for the setting.

Children are cared for in a secure and safe environment. The purpose built premises has good security systems installed, for example, an intercom system is fitted to the nursery entrance and vision windows throughout the setting provide a clear view to all areas accessed by children. Regular risk assessments are undertaken and safety equipment provided to minimise hazards such as finger guards fitted to door frames. Effective procedures are in place to ensure that children are fully protected from other users of the premises. Children do not access public areas when they are in use by other groups. Children's safety is effectively promoted in the event of an emergency. Evacuation procedures are clearly displayed and are practised termly. The nursery and out of school club regularly complete the drill in conjunction to allow staff to experience and evaluate a 'full' evacuation. Children also learn to keep themselves safe through planned topics and activities such as a visit from 'Fireman Glyn' who talked to the children about the firework code. They are kept safe on outings as a full risk assessment is conducted of planned trips, which are mainly local. A comprehensive transport policy ensures children's safety is maintained when being transported to and from school in staff cars. A list of named drivers is maintained and information is gathered to ensure appropriate insurance is in place. However, vehicle documents such as drivers licence, insurance and MOT certificates are not kept on file to ensure drivers are suitable and vehicles roadworthy.

Children are safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff attend training in child protection and are secure in their awareness of the types and indicators of abuse and of procedures to report a concerns about a child's welfare. A clear child protection statement is shared with parents and includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They confidently leave parents on arrival and promptly settle to their chosen activity. Babies are comfortable with familiar staff, enjoying cuddles, and fall asleep in their arms. Children relate well to others and positively respond to adults who are interested in what they do and say. Staff and students sensitively engage in children's play and discussion accommodating their ideas and requests such as access to a Tiddily Winks game from low-level drawers or favourite wheeled toys outdoors. Staff develop babies social and communication skills through warm interactions. For example, verbal gestures, body language and facial expressions. Two older children, attending the out of school club, work cooperatively together to create a blow painting which they described as a 'catastrophic' explosion. They proudly show off their creation to staff and the inspector before leaving it to dry so they could return to complete it after-school.

Children are confident to make decisions, explore and investigate. Resources are organised to encourage children of all ages and abilities to select resources and make choices about their play and learning. Children are given time and space to complete tasks and activities to their own satisfaction. They are involved in a broad range of planned activities and spontaneous events, which support their development and learning. Babies explore treasure baskets with various household and natural materials. They enjoy playing peek-a-boo with lengths of sparkly material hanging over the cosy corner. Mobile babies crawl up ramps and climb steps to observe pre-school children at play from a slightly raised platform. Toddlers stick feathers, material and lengths of wool to make a penguin collage for a winter wonderland display. They confidently bring self-chosen books to staff to read and investigate various textures through daily malleable activities such as jelly play. Suitable equipment is provided to maximise children's access and enjoyment of activities, for example, a low-level easel with chunky paint brushes are provided for free painting. Children, appropriately, enjoy feeling the texture of the paint on their hands and fingers and express glee when painting the hands of their key worker whom also joins in with the spontaneous hand printing.

Staff have attended training in the use the 'Birth to three matters' framework and use it effectively to guide their practice and plan for children's progress. They observe children's progress and link their progress to the 'Birth to three matters' themes. Children's next steps are identified and briefly indicated on planning sheets assisting staff to support their play and learning. Toddlers and pre-school children join together for a daily assembly where they sing familiar songs and listen to a short bible story. Staff successfully engage the wide ranging abilities of children attending this session by using very good voice tone and actions to illustrate the narrative. The story of 'God and His Power' is skilfully linked to children's own life experiences as staff talk about recent Bonfire Night events. The session ends with a short prayer and children begin to learn a verse from a song from the forthcoming Nativity which will be performed for parents.

Children attending out of school are provided with a flexible structure to their activities, but strong emphasis is given to children to take ownership of the club and initiate their own play and activities, which are recorded in retrospect. A wide variety of themes and well thought out activities develop children's social, intellectual and creative skills. For example, they are set a team challenge to build a pirate ship which will fit their group inside, and invite mums to attend a Mothers Day dinner which children helped to plan and prepare. A recent topic planned for children attending during school holidays included 'Around the World in six Whacky Wednesdays'. A different country was covered each week and practical, fun activities planned relating to that

culture. For example, children made costumes and took part in a Brazilian carnival and looked and recreated their own representation of famous art works such as 'Sunflowers' by Vincent Van Gogh.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable of the Foundation Stage and how young children learn. They provide a good range of practical play opportunities for children both indoors and outside. Space, time and resources are effectively used by staff to promote children's learning. Daily planning and routines allow for both more structured adult-led tasks and child initiated play. Children have regular opportunities to be active and quiet. The outdoor area is imaginatively used to promote all areas of learning, for example, children practice mark-making skills using a large whiteboard and listen to background music during outdoor play. Children enjoy the activities and show interest in what they do. They ask questions, use their initiative and display good levels of concentration. For example, children persevere at a junk modelling activity for lengthy periods as they design and create models. Some children have a design in mind prior to starting, for example, a child made a toy mobile for her baby sibling. Another child simply created a model and decided that the end product was a 'treasure chest'.

Long term planning effectively covers a broad and balanced curriculum. Learning intentions are identified by the nursery manager to ensure all areas of learning are covered. Staff use these learning aims to collate ideas for suitable activities and displays that link to a common theme or topic and feed these back to the pre-school supervisor who uses their suggestions to inform weekly activity plans. However, weekly plans generally include an overview of activities and resources and do not clearly indicate what children are intended to learn either as a group or individually. Consequently, although children enjoy the activities presented, which provide ample opportunities for children to explore and consolidate their skills, teaching methods and questioning skills of some staff do not consistently provide sufficient challenge for more able children. For example, children match colours on a wall chart during a group time activity. This activity is well within the capabilities of more able children within the group and consequently they become bored with the activity and begin to deviate from the task by placing brushes in the wrong place or beginning to chat about other experiences. Little effort was made by staff to differentiate this activity to meet the needs of the whole group.

Staff know about children's attainment on entry. They use information gathered through informal discussion with parents about their child's interests and capabilities. Children integrating into the pre-school room from younger age groups have their progress recorded in line with the 'Birth to three matters' framework and this information is transferred with them. Assessment systems are thorough. Key workers complete regular observations or 'learning stories' on children in their care and use these to identify where the child is at in their learning. These observations also help staff identify the next steps in children's learning towards the early learning goals. Key workers informally discuss their observations with the child's parents and the pre-school supervisor who adapts short term planning to accommodate individual children's needs where necessary. Key workers are very knowledgeable of the interests and capabilities of children in their 'family' group and are able to provide suitable activities to help them make progress. Spontaneous observations are also completed by all staff and feed into assessment systems to help build an overview of the child's achievements. Examples of children's creations such as mark-making, cutting and drawing are also collated to help build a picture of how they have progressed over time. Overall records show that children make are making good progress towards the early learning goals. The nursery manager collates a summative report of children's

progress towards the early learning goals when children move onto school. Parents are provided with a copy of this report and are encouraged to pass the information onto the child's school.

Children confidently select and carry out activities. They are motivated learners and often initiate play ideas such as 'reading' stories to their peers in the book area. Children proudly show off their creations which are valued by staff. They play an active part in the life of the setting, for example, by helping to tidy away toys and resources before snack. Children build strong relationships with staff and close friendships are forged. They behave well, taking turns and sharing fairly. Children are encouraged to become self-sufficient as they independently access the toilet area, pour their own drinks and spread margarine on crackers. Children confidently express their views and opinions. They enjoy daily 'show and tell' sessions and eagerly participate by showing off a favourite toy or special item from home and talking to their peers about it. Less confident children are well supported to join in if they chose to do so as staff sensitively prompt them with simple questions. Children use narrative to organise imaginative play, for example, one child directed a student and his peers to sit on his self-made train and reminded them to put on their seatbelts before they set off on a journey to Skegness. Children recognise familiar words as they find and post their name card before snack and use them to trace and copy. They begin to distinguish sounds and letters through practical activities such as using magnetic letters and through computer programmes. A welcoming books area is well used by children who freely access a good range of age-appropriate information and story books. A four-year-old 'reads' the story 'Pass the Jam Jim' to her peers repeating the familiar story line. Children are encouraged to label their models and some form recognisable letters. Staff support children's interest in this by demonstrating how to correctly form letters and helping children begin to write their surname if they chose to do so. Good opportunities are provided for children to mark make both in and outdoors. They have opportunities to write in meaningful situations such as making lists and appointments in role play.

Children confidently use number in everyday activities such as counting the number of people present. They recognise numerals on road safety flashcards and on calculators. Staff extend mathematical development through role play activities, for example, by including simple question sheets within the 'clothes shop' asking how many bags there are? Children develop basic calculation skills as they sing number rhymes or through practical problem solving such as 'how many cars if I add one more?' They develop understanding of basic mathematical concepts through practical activities such as sequencing beads, completing puzzles and matching lotto's. They sort objects by shape, colour, similarities and differences. Children develop practical problem solving skills using weighing scales, tape measures and through water play, for example, where they develop a basic awareness of volume and capacity. Children are presented with good opportunities to explore and investigate as they play imaginatively with open-ended materials outdoors. Children build a 'cargo train' as they assemble and arrange boxes, wooden blocks, tubes and lengths of hose. Staff support and value their ideas but are careful not to direct their play. They develop an awareness of everyday technology using the computer, old telephones, keyboards and calculators. Children recall previous activities and home life experiences during group time sessions. A good range of first hand experiences are planned for children to help them make sense of the world and local community. For example, they visit the local school to see chicks hatch as part of a life cycles topic and visit the local hairdressers and post office and recreate these within the role play area. Children also made comparisons when weighing and measuring themselves and babies at the local baby clinic which is regularly held in the main hall. Children develop an understanding and respect for different cultures and beliefs through daily assembly, the use of persona dolls and visitors from Brazil.

Staff plan a variety of activities to promote children's physical development both indoors and outside. Children demonstrate good large and small motor skills. Staff provide resources and equipment for a variety of abilities, for example, pressure scissors and dual use scissors to enable staff to effectively support children's use. Suitable outdoor clothing is provided so children can access outdoor play most days. Movement sessions are planned in line with themes, for example, children move like falling leaves. They develop an understanding of health and bodily awareness as staff bring their attention to the feel of their heartbeat following physical activity and as they role play dentists and opticians. Strong provision is made for imaginative play. The well equipped role play area is changed regularly in line with themes and children's interests. Imaginative play is also developed via a good range of small world toys such as train sets and cars. Weekly music sessions help children begin to explore sounds and rhythm. They sing familiar songs and use musical instruments. A wide variety of malleable materials such as play dough, soap flakes, sand and clay enables children to explore materials using their senses. They use the sense of touch to guess objects in a feely bag at group time. They describe that the sponge feels hard when it is dry and soft when it is wet. They have daily opportunities to be creative when painting, drawing and making collages. Children are given time and freedom to explore their own ideas and their own representations are valued by staff.

Helping children make a positive contribution

The provision is good.

Children have their individual needs fully met by adults who work in close partnership with parents and carers. As a result children receive consistent and appropriate care. Parents are requested to sign up to a 'parental agreement' outlining expectations both parties agree to meet. Effective systems are in place to exchange information between parents and members of staff. Staff inform parents of their child's day and achievements on a daily basis either by verbal feedback or through daily log sheets, for children under three years old. All children are helped to feel valued and included. They benefit from practical activities and resources which help them value diversity. Positive images and various scripts are displayed around the setting. Toys, resources and activities help develop children's awareness and acceptance of the wider world. For example, they learn about Asian and South American cultures through persona dolls who 'visit' the nursery to talk to the children about their home life and special events such as Diwali. Brazilian friends of the nursery came in to sing songs and read stories in Portuguese. Children who have learning difficulties and/or disabilities are very well cared for and are given excellent levels of support whilst at the setting. Staff actively liaise with parents and relevant agencies such as occupational therapists and play therapists to ensure they work together to promote continuity of care and help children reach their full potential. Staff are dedicated to providing an inclusive and accessible environment where children's independence is encouraged and supported. Funding has been secured to provide one to one support for children and specialist equipment such as adapted chairs, rollators and walking frames are provided. Parents of children with additional needs highly praise staff and feel they work above and beyond their expectations in the care and support provided to their children. The premises, routines and activities are skilfully adapted to ensure children with additional needs are able to fully participate. For example, plastic trousers have been provided for children with limited mobility to join in outside play. All staff and children in the nursery use basic Makaton signs improving communication and successfully promoting the self-esteem and confidence of children with communication difficulties. As a consequence, children with additional needs flourish.

Children's spiritual, moral, social and cultural development is fostered. They are cared for in a positive environment which effectively promotes their self-esteem. Good behaviour is praised

and recognised through rewards such as star charts and certificates. Children are well behaved. They respond to appropriate expectations for their behaviour helping them to work harmoniously with others. Children are fully aware of boundaries and expectations. They know the daily routine well and play active part in the life of the setting, for example, they help to tidy away toys before snack. Opportunities are provided for children to work independently and as part of a group, sharing and taking turns with resources. Challenging behaviour is appropriately managed in order to support their well-being and begin to distinguish between right and wrong. A clear behaviour management policy outlines clear strategies to manage children's behaviour. Unwanted behaviour is discussed with children at a level appropriate to their age and maturity, and they are helped to consider the consequences of their actions. The Christian ethos is rooted throughout the setting, for example, older children are taught about the value of forgiveness.

The partnership with parents and carers of children who receive nursery education is satisfactory. They receive useful information about the provision and the educational programme. A Sure Start leaflet supplements the nursery prospectus and clearly outlines the Curriculum guidance for the foundation stage. Regular newsletters keep parents informed about topics and planned events and they are encouraged to become involved in their child's learning in meaningful ways, for example, sending in items from home to support the current theme or recycled materials for junk modelling. A weekly rhyme sheet is sent home for parents' perusal also helping them to share in their child's learning. However, parents are not effectively informed about children's progress and achievements. Staff informally discuss observations and next steps with parents on an ongoing basis but there are no opportunities made available for parents to access their child's assessment record on a regular basis. Nor are their views actively sought and included within their child's progress record to help build a holistic view of their attainments.

Organisation

The organisation is good.

Thorough recruitment and vetting procedures contribute to children being protected and cared for by staff with knowledge and understanding of child development. Staff receive a detailed induction into their role including the settings policies and procedures. A three-month probation period allows for relevant checks to be completed. In the meantime, children are fully protected from persons not vetted as they are not left unsupervised with them at any time. Information packs are provided for students and volunteers outlining important information such as health and safety issues and their role is closely monitored by experienced nursery staff who also provide a familiar point of contact.

The staff team work collaboratively and show a commitment to continual professional development which effectively supports the care and learning of all children. A rolling training programme ensures all staff attend courses relating to 'core' topics such as first aid and additional needs. Individual training needs are discussed during annual appraisals and considered against the aims and current requirements of the setting. Good use is made of team meetings to cascade information obtained from training events. Staff also adapt practice and adopt ideas from professional publications, for example, staff in the baby room implemented a 'rest nest' after reading an article in *Nursery World*. Staffing levels positively support children's care, learning and play. Good levels of staffing ensure children are well supervised and supported within the setting. Additional staff are employed for some domestic duties such as cooking and cleaning allowing key workers time to work hands-on with the children in their care. Staff and children's attendance is recorded. However, staff do not record if they go off the premises during the day, for example, during their lunch break. Suitable contingency arrangements are in place to ensure ratios are maintained. Regular and reliable relief staff provide cover in the

event of planned and unexpected staff absences. They are familiar with the setting and children, which helps minimise disruptions to daily routines.

Clear policies and procedures work in practice to promote children's health, safety, enjoyment and ability to make a positive contribution. Procedures have been successfully adapted to meet specific requirements of the out of school provision. Staff have a good awareness of procedures and implement these consistently within their daily routines. Policies and procedures are shared with parents upon entry and are accessible to parents at all times. Record systems are used well to meet children's needs. All required records are maintained for the safe and efficient management of the setting although some require further detail, in respect of vehicle documentation and accident records. Overall children's needs are met.

Leadership and management is good. Management have a clear vision for the nursery education with a strong focus on children learning through play, discovery and first hand experiences. The nursery manager supports the pre-school staff through regular meetings and oversees planning to ensure a full and balanced curriculum is delivered. Staff effectively monitor and evaluate the curriculum to identify strengths and areas for improvement. They have collated detailed continuous learning plans to be implemented across the setting. These learning plans clearly link daily routines and static play opportunities such as role play, to the various areas of learning. Helping staff identify and focus on the main, though not exhaustive, aims for the task. They also provide suggested questioning and extension ideas. However, these plans have only recently been completed and have not been put into practice to date. A new 'passport' system has also been devised and is being introduced in the New Year. Each child will have a 'passport' or profile including observations and assessments made by their key worker, examples of art work and other creations. These will be made accessible to parents who will be encouraged to contribute their own observations and comments to help build a more holistic picture of children's progress and achievements.

Improvements since the last inspection

At the last inspection, to improve the standards of care, the nursery was required to: ensure all children have routine access to positive images of race and disability; review the child protection statement so that is in accordance with revised guidance and review the management of mealtimes. Positive images are portrayed throughout the setting via posters, displays, resources and activities. The setting provides a fully inclusive environment for all children and is proactive in ensuring every child and their family feel welcomed within the setting. The child protection statement is comprehensive and in line with local safeguarding children's board guidance ensuring staff are aware of relevant procedures. The management of mealtimes has been reviewed, however, the role of adults remains an area for development and a further recommendation has been made.

At the last nursery education inspection the nursery was required to: build on the partnership with parents and carers by providing them with written information on the curriculum; ensure planning informs how children are learning, is evaluative and use to move children on in their learning and ensure all staff are secure in their teaching practice so that learning objectives are understood. Parents are now provided with useful information leaflet outlining the Foundation Stage helping to understand the underpinning guidance for their child's learning. Assessment systems are thorough, evaluative and are used to identify next steps in children's learning. Continuous learning plans are being developed which aim to provide links between daily routines and activities and learning intentions for all areas of learning. Staff are knowledgeable of the Foundation Stage and how young children learn and provide a good

range of practical and fun play experiences. They understand learning objectives and are involved in developing topic and activity ideas. However, learning aims and identified 'next steps' for individual children's learning are not fully threaded through to daily planning. Consequently, some staff do not consistently differentiate activities to provide sufficient challenge for more able children.

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):

- improve the variety and nutritional content of meals and the adult role during mealtimes
- ensure records contain sufficient detail, particularly in relation to staff attendance, vehicle documentation and the recording of accidents.

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, systems to ensure planning clearly indicates learning intentions to ensure more able children are sufficiently challenged, and all staff are aware of their next steps in learning
- implement systems to ensure parents and carers are informed about children's progress and achievements, and their views are actively sought.

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