

Corvedale Playgroup and Pre School

Inspection report for early years provision

Unique Reference Number	224080
Inspection date	21 May 2008
Inspector	Jane Muriel Laraman
Setting Address	School House, Diddlebury, Craven Arms, Shropshire, SY7 9DH
Telephone number	01584 841295 or 07929606993
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Registered person	Corvedale Playgroup and Pre School
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?

Corvedale Playgroup and Pre-School opened in 1974. It is run by a voluntary management committee and operates from the Old School House, which is within the grounds of the local primary school in Diddlebury, South Shropshire. There are three activity rooms available and the group also has shared use of the Key Stage 1 building facilities, school hall and the computer suite.

The setting is open each weekday from 08.00 to 18.00, during school term time only. A maximum of 17 children under the age of eight years may attend the group at any one time. The setting serves the local village and outlying rural areas and children may attend for a variety of sessions. All children share access to a secure outdoor play area and may also access the extensive school grounds at agreed times.

There are currently 24 children aged from two to under eight years on roll, 19 of whom receive funding for nursery education. The group supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The management committee employs six members of staff and most of these staff hold appropriate early years qualifications. The group receives support from the local authority, is a member of the Pre-School Learning Alliance and has successfully achieved the 'Growing Together' quality assurance award. There are also strong links with the local parent and toddler group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted satisfactorily because staff follow the written health and hygiene guidelines, which are incorporated into the policies and procedures of the setting. General hygiene routines are appropriately completed, such as wiping tables and kitchen work surfaces with disposable cloths and antibacterial spray before and after snacks and meals. Floors are regularly swept and carpets vacuumed. These measures help to ensure that children are cared for in a clean, warm and appropriately maintained environment, with access to suitably clean toys and resources. Clear information is sought on registration forms prior to each child's first attendance at the pre-school and this ensures that staff are well informed about children's medical or nutritional needs, allergies and any special requirements.

Children are beginning to gain an understanding about the importance of following good personal care routines. They help themselves to tissues to blow their noses and they often place their hands in front of their mouth if they cough or sneeze. The older children know to wash their hands after using the toilet, after messy play, after playing outside and before eating food, as this helps to prevent the spread of germs. Younger children respond well to gentle reminders and sensitive supervision as they carry out these tasks. Staff encourage all the children's self-care abilities by praising and congratulating them when they remember routines without being prompted. As a consequence of following these established routines, children become independent in their self-care skills and are aware of the importance of observing sound hygiene practice. However, the practical arrangements for hand washing are not ideal, due to the lack of hot running water on the premises. Staff have taken reasonable steps to overcome this constraint within the mid-nineteenth century building that is used by the pre-school and they have arrangements in place with the adjacent primary school to use their toilet facilities prior to lunch and snack times. This helps to minimise the risk of cross-infection to the children.

In the event of accidents, children are treated by staff who have paediatric first aid qualifications and access to a suitably stocked first aid box. Documentation is maintained regarding the recording of accidents. However, there are occasional omissions or lack of detail in the information recorded. For example, the children's surnames are not always included, times are sometimes omitted and, very occasionally, parental signatures confirming that they have been informed of an accident, are missing. This potentially compromises children's welfare and means that they are not fully protected. Appropriate procedures are in place regarding the administration of medication, with suitable records kept which are in line with requirements. Written policies, contracts and good relationships with parents ensure individual children are cared for appropriately should they become ill whilst at the setting and sick children are excluded from the provision until they are well, thus reducing the risk of cross-infection.

Children's understanding of a healthy lifestyle is supported by the way in which they learn about healthy eating. Topics and discussions through play increase children's understanding

of a healthy diet. They talk about what types of food are good for their bodies and how they help them to grow. For example, whilst learning about skeletons, they talk about cheese and milk giving them protein and calcium to make their bones grow strong. Children are well-nourished and hydrated because they are provided with a range of healthy snacks, meals and drinks. For example, they help themselves to a selection of fresh and dried fruits at snack time, drink milk and have water available to drink throughout the day. Cooked meals are provided at lunch time by the primary school cook and children's individual dietary requirements and allergies are fully catered for. Menus are displayed and include healthy, nutritious options, such as roast dinners, casseroles, fish and pasta bolognese, all served with fresh vegetables and followed by a range of tasty desserts. Suitable facilities are available to heat and serve meals provided by parents, should they prefer to supply their own food. Mealtimes are used to help promote children's self-care and social skills. Children display very good table manners, sitting together with the staff to eat their food. Older children readily help themselves to drinking water throughout the sessions, recognising when they become thirsty, whilst younger children are offered frequent drinks by the staff.

All children benefit from regular access to fresh air and exercise because they play outside every day in most weather conditions. They enjoy using the safe and secure outside play areas and are able to develop good physical skills. They participate in a wide range of energetic activities which contribute to their good health by developing their muscles, physical skills, body control and co-ordination. The children move actively around the outdoor play areas, using balls, hoops and wheeled toys, such as cars, trikes or tractors. Children delight in choosing age-appropriate play equipment for themselves, which they are able to push, pedal, pull or ride. They are well supervised and develop their dexterity as they clamber over climbing equipment in the school hall, balance on the balancing beams or jump over obstacles. Through playing energetic games, children are developing their skills of throwing and catching, hopping, running, jumping and skipping. They are encouraged to play co-operative games, thus developing their understanding of sharing and turn-taking. Children are developing positive attitudes towards physical exercise and a growing awareness of how it can help them to stay healthy because staff make good references to this fact.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are provided with sufficient, well-organised play space, which is stimulating, warm and welcoming. Some delightful examples of the children's art and craft work are displayed, which helps to create a child-friendly environment. Furniture, equipment and toys are provided which are safe, suitably maintained and appropriate for the age and developmental needs of the children. Child-sized furniture and equipment enables the children to be safe and comfortable when participating in activities, at mealtimes and when at rest. Children are able to access activities with ease, self-select some resources from low-level storage units and portable containers and this encourages their freedom to exercise choice and develops their independence. Additional storage has also been provided out of their reach, which means that the space used by children for play is clear and free from hazards. The well-resourced outside play and learning environment is effectively used to provide very good play opportunities which successfully promote all areas of children's learning.

Positive steps are taken to ensure the safety of the children, within the setting and on outings, as staff ensure reasonable precautions are taken to prevent accidents. Staff are aware of their roles and responsibilities with regard to maintaining the safety and welfare of all the children and follow written procedures and guidelines. However, the temperature in the rooms is not

monitored effectively and occasionally it is not maintained at an appropriate temperature when the weather fluctuates. Staffing levels are good, ensuring a high level of supervision and support for all children. Written risk assessments are in place and implemented, with visual checks routinely carried out and used to identify any new potential hazards to children. Staff review and use their assessment information to take appropriate action in rectifying any identified risks to children's safety.

Children begin to understand about safety issues during planned topic work and spontaneous activities. They learn about safety matters because staff provide explanations as to how they can keep themselves safe and they also help the children to think about the consequences of their actions. For example, children understand that they should not run when inside in case they fall, bump into others or hurt themselves. This helps them to develop their understanding of potential hazards and so they learn to take responsibility for themselves and look after others. They learn about safety by being encouraged to handle play equipment with care and by helping to tidy away toys to prevent accidents from occurring. When they are outside, they are regularly reminded how to use the playground equipment safely and they begin to appreciate that there are rules and boundaries in place to keep them safe. There are clearly defined procedures for emergency evacuation of the building and children are also learning how to keep themselves safe as they participate in regular fire drills. Fire safety equipment is checked annually to ensure its continuing suitability. The premises are secure, with security cameras installed and suitable arrangements in place for monitoring visitors to the provision. Visitors are vetted carefully and required to record their attendance.

Children are safeguarded because staff have a sound understanding of their roles and responsibilities in relation to child protection matters and are able to put appropriate procedures into practice. Staff are aware of the possible signs and symptoms of abuse and neglect and are alert to any unexplained injuries to children. The child protection policy of the setting is shared with parents and they are therefore aware that staff are required to report any concerns about children, should any concerns arise. Child protection training has been updated and staff are conversant with Shropshire Safeguarding Children Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting happy and eager to enjoy their time there. They separate well from their main carers and are greeted by friendly staff, who are sensitive towards their individual needs. Staff have developed warm and caring relationships with the children and interact very well with them all. These effective relationships benefit the children and enable them to feel secure and valued. This leads children to develop confidence and a good sense of their own self-worth from an early age. The children quickly seek out their friends and two-year-olds play very happily alongside three and four-year-olds. They clearly enjoy watching and learning from their older friends and are beginning to form good relationships with both peers and the older children. There is a very strong emphasis on children learning through their play and the staff ensure that the children are well-occupied and interested in the purposeful activities and resources that are available. The staff provide good levels of support to children, which enables them to experience a wide range of challenging activities that contribute to their successful development and learning. There is a good balance between planned, adult-directed and child-initiated activities, with staff skilfully interacting with the children as they develop their self-initiated play and gain confidence in making their own choices.

A suitable array of early years toys, designed to stimulate the interest of younger children, is available for them to explore and enjoy. The younger children readily join in with the various activities on offer, choose what they want to do and take part in physical, social, creative and imaginative play. Staff are aware of young children's developmental needs and are using the 'Birth to three matters' framework to plan activities that promote successful outcomes for children under three years. Children's development is observed and the observations are used to inform the planning for children's progress.

Children attending the out of school club sessions are encouraged to contribute their own ideas when planning activities and their suggestions are respected and listened to. Most activities are spontaneously chosen or initiated by the children themselves, thus they make their own independent choices about play and learning. Due to the varied and enjoyable range of activities and opportunities, children are able to fulfill their differing needs and preferences to be energetic, relaxed, creative or reflective. For example, they enjoy computer games, football, rounders, building with Lego, art and craft activities, imaginative role play, cooking and reading.

Nursery Education

The quality of teaching and learning is good. Children make good individual progress in their learning because the staff have a secure knowledge of the Foundation Stage curriculum, which is clearly reflected in their teaching. They also have a good understanding about how young children learn effectively and they provide a stimulating, well-resourced learning environment where children can develop their own ideas through play. Planned activities, routines and incidental opportunities cover and promote all six areas of learning. There are effective systems in place for finding out about children's developmental starting points and individual interests on entering the setting. Staff ensure that this admission information is thorough so that they can incorporate children's skills, interests and needs into their planning of activities. As the staff plan topics and activities, they use their assessment knowledge of each child to identify key learning objectives for them and links are made to specific 'stepping stones' towards their early learning goals. This helps to ensure that the children make steady progress and are offered sufficient challenges in their development and learning. Staff know the children well and ensure that those requiring more assistance are given lots of support and opportunities to develop and improve their skills. Recently revised systems for tracking children's progress through the 'stepping stones' of the Foundation Stage have been designed to enable parents and staff to work together in assessing children's development and learning. The organisation of time, resources and space is successful in promoting children's ability to initiate enjoyable activities for themselves. Consequently, children develop a positive approach to learning and are keen to try new experiences. The staff encourage children to think through their own ideas and solve their own problems. They value children's suggestions and encourage them to test out their theories in a safe and nurturing environment, thus developing children's confidence and their ability to work through and extend their own ideas. Staff are skilled at knowing when to intervene to enable children to further develop an idea or concept. As the children experience positive interactions and enjoy good relationships with the staff, they are confident in asking for help when needed and they receive good levels of praise and encouragement.

The staff place a very strong emphasis on personal, social and emotional development as they recognise that this helps the children to fully participate in all other areas of learning. Children are well-motivated through being actively involved in their own learning. They are relaxed, happy and settled as they know the day-to-day routines of the setting. Consequently, they develop independence in selecting and carrying out activities and confidence in their self-care routines. For example, they often go to the toilet by themselves and wash their hands afterwards,

with staff giving appropriate support when required. Staff are able to give the children specific tasks to carry out, such as in helping to tidy up and clearing away some of the activities. Children are attentive, able to concentrate for sustained periods of time and are absorbed in their activities. Children know what is expected of them and with adult support, become aware of the needs of others.

Good progress is being made by the children in communication and language development. They are developing their competencies well across the four aspects of speaking, listening, reading and writing. This is because the staff place a very strong emphasis on this area of learning and use effective strategies to support the children in listening, speaking and understanding. Staff engage children in lively conversation and ask lots of open-ended questions. They also make time for the children to ask them questions and they respond by giving good answers and explanations to sustain children's interest. This helps to develop the children's ability to hold meaningful discussions with each other and the staff, using their developing descriptive language to express their feelings and opinions. Good use is made of 'circle time' to encourage children to share news by talking to the whole group and they begin to learn the concept of listening to each other and taking turns to talk when they join in at this time. Consequently, children become confident communicators, happily sharing their own ideas and experiences. Before home time, children reflect on what they have been doing during the session and what they have learned. A child is then chosen to take home a special friend called Phyllis the bear, who is a soft toy creation. She goes home with the children on a rotational basis and they draw pictures about her. Their families talk to them about Phyllis and write in a diary about their child's adventures at home with her. These experiences are shared the next day at 'circle time' and children enjoy the attention they receive as they talk about their lovable, furry friend. Phyllis has spent time on holiday with the children in places across the world and they have made her a passport. Her most recent trip to Scotland did not need a passport, but she took a digital camera to take photographs for her diary.

Opportunities for children to develop their fine motor skills in preparation for writing are good and they are encouraged to label their own work. They have ample opportunities to use a good range of writing and mark-making materials and they participate in activities which help them to develop their co-ordination and dexterity when they make patterns in sand and shaving foam. Focused activities are used to help children practise their letter formation before they start writing for a purpose. Good teaching methods help the children to link sounds and letters as staff talk to them about different letters and discuss with them the sound the letter makes. The children then suggest many words beginning with the sounds. The learning environment is rich in visual language and the children have good opportunities to see and recognise written words. These include equipment labels, their own names and captions describing their artwork. Books are spontaneously accessed by the children for enjoyment and to locate information. As the children look at the books, they begin to understand that print carries meaning and is read from left to right. Older children read a range of familiar words and simple sentences and use their phonic knowledge to spell simple words. Staff read books and tell stories in a lively way, so encouraging and motivating the children's interest in books. As children listen to these stories they laugh and giggle as the story progresses, demonstrating their enjoyment. They listen intently to stories and become involved in them, showing pleasure and excitement by joining in with familiar parts of their favourite stories.

Children are developing an understanding of numbers for counting and count reliably to 10, with some older children counting beyond 10. There are displays of numbers around the rooms, on posters or number lines, so there are opportunities for children to routinely see numbers as labels. They use numbers in a range of activities, such as when playing board games or in their

imaginative role play. Children use some positional and comparative mathematical language when they play with objects for sorting, such as counters or 'small world' play animals and people. They have some further opportunities to develop their mathematical understanding in relation to counting, number recognition, problem-solving and calculation through the use of spontaneous or routine activities, such as in counting the number of children present during registration or snack time. Through their participation in number rhymes and songs, children are starting to learn about simple addition and subtraction. Children show interest in and enjoy using the available technology in the setting, such as programmable toys and they are learning about space, shape, weight and measurement as they play with sand, water, balance scales and construction sets.

Children develop a very good knowledge and understanding of the world when they participate in exciting activities relating to their local environment. For example, they take regular walks across the surrounding fields and visit the riverside, where they are able to discuss the habitats of creatures living in the River Corve. Children benefit from having access to their own garden within the school grounds, where they use child-sized gardening tools to plant seeds and then watch them grow. As they enjoy looking after the plants they observe how different coloured flowers appear and they delight in using their 'home-grown' vegetables in cooking activities. The children are able to simply describe the life-cycles of living things, for example, how a caterpillar becomes a butterfly or how a tadpole becomes a frog. They observe birds in the garden area and can name some. Through a variety of activities children gain a sense of time and place. During circle time, children talk about their families, their lives and important past, present and future events to them, so they feel special and valued. They talk about the days of the week, the month and season and they discuss their daily observations of the ever-changing weather. A computer with educational programmes is available and children access this to extend and consolidate their learning. The children are inquisitive and interested in how things work and their natural curiosity and eagerness to explore and investigate is well supported by the staff. Simple tools, such as miniature hammers, nails and magnets are used competently by the children. They predict and investigate when playing in the sand or water and they explore different materials when making models with play dough or clay.

There are many fun-packed opportunities for the children to use music and movement as physical activities when indoors. They develop their co-ordination and control by moving and using their bodies in many different ways, cheerfully dancing, clapping, marching, wriggling or crawling. Children are enthusiastic when singing nursery rhymes and action songs and show delight when they hear both familiar and new musical compositions on the CD player. Children use a variety of tools for different purposes and they access activities which promote development of their small muscle movements and physical manipulative skills. They participate in art, craft and cooking activities, using paint brushes, cutters, knives, rolling pins and scissors in a safe, appropriate manner. Many children enjoy threading beads and using construction sets and they use mark-making equipment such as felt pens, paints, pencils and crayons with increasing control. Their manipulative dexterity is also demonstrated when they use malleable materials. For example, they squeeze, roll and stretch play dough before using moulding tools to make various shapes and models.

Children are able to be creative, expressing their own ideas and thoughts through art, music, dance, playing musical instruments, role play and imaginative play. They use their imaginations very well as they produce paintings, drawings and models, which are valued and displayed within the setting. Displays around the rooms celebrate children's work and remind them of past experiences and topics that they have enjoyed. For example, themed topics about volcanoes and pirates. The children use the outside play area creatively, as it is resourced imaginatively.

They role play as pirates in the boat-shaped play house, use chalk to create pictures on the playground, use water to paint road tracks for use with the ride-on toys and build walls with construction blocks. They mix paint colours together or vegetable dyes in the water tray and identify change. They explore texture, shape, form and space in two or three dimensions, as they use recycled materials to make and construct their own imaginative creations. When making puzzles and models of scary skeletons, the children talk knowledgeably about what they are making and doing. Children clearly love their role play activities and are very absorbed and excited as they act out their experiences from home, community and the wider world.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging within the setting as they form very good relationships with their peers and the staff. Parents are encouraged to share their knowledge and views of their children's development and this ensures that staff can provide the most appropriate care for the child, tailored on their individual needs. Children are secure, happy and settle quickly as staff know them very well and take account of their different personalities, backgrounds, abilities and needs when welcoming them into the setting. This inclusive approach shows the children that they are valued as unique individuals and helps them to feel special and good about themselves, which develops their confidence and self-esteem.

All children are able to develop a good awareness of the wider world around them as they have access to a varied range of toys and resources which show positive images of diversity. These resources include books, ethnic dolls, multicultural pictures and photographs, jigsaws and 'small world' equipment. The children are involved in their local community and receive visits from people who work and live in the local area, which enables them to learn about the society they live in. Staff use activities and themed topical work to raise children's awareness of other cultures and religions and they learn about different cultural festivals and celebrations through the practical activities.

There are suitable arrangements and effective systems in place for meeting the needs of children with learning difficulties and/or disabilities. Children identified with specific needs receive a good level of support, as staff work well with parents and other professionals involved in the children's care. Individual Learning Plans are carefully implemented to ensure that appropriate activities are provided which meet the child's developmental needs. Children for whom English is an additional language would receive good care and attention. This is because the staff know how to access specialist support and resources to provide relevant activities.

Children's spiritual, moral, social and cultural development is fostered. They are very well behaved and respond to the effective age-appropriate strategies used by staff for managing their behaviour. Staff are excellent role models for the children, demonstrating caring, helpful and respectful attitudes towards the children and each other. Children are encouraged to share resources and take turns and they are learning to take responsibility for their own actions. Their self-esteem is well promoted through the staff's consistent use of praise and encouragement. Children are involved in discussions about acceptable behaviour and the staff clearly explain why certain behaviour is unacceptable, so children know what is expected of them, learn right from wrong and feel secure. Children know that staff will help them to resolve any difficulties, such as, whose turn it is to use items of play equipment. As a result of all the implemented positive strategies for managing behaviour, children are developing responsible attitudes.

The partnership with parents and carers is good. Children benefit from the strong community focus of the group because the staff work very well with their parents, making them welcome and inviting them to be part of the group. This helps the children to settle well and be happy. Parents are able to make informed decisions about their child's care and education because they are provided with relevant information on the provision. Regular newsletters and useful displays on the notice boards keep them informed of routines and the learning focus for each term. Photographic displays of children enjoying their time in the setting give parents an insight into the varied activities which support their child's learning. Parents have many opportunities to discuss their child's needs with staff and a daily diary provides written information on their child's developmental progress. A questionnaire is regularly carried out with parents and any ideas and suggestions for improvements are considered sensitively. All the required documentation and consents are in place to ensure that children are cared for in accordance with their parents' wishes. Parents have access to all policies and procedures, including the processes for making any complaints, should any arise. The complaints policy details how complaints may be dealt with and by whom. At the time of the inspection, several parents were very complimentary about the friendliness of the staff and about the childcare and education facilities.

Organisation

The organisation is good.

Children's care, welfare, development and learning are suitably promoted due to the commitment of well-qualified, knowledgeable and experienced staff. They are also friendly and caring. The consistent staff team work very well together and are aware of their roles and responsibilities. Consequently, they enable the children to receive a good level of support and access to sound learning and development opportunities. There is a shared understanding amongst staff of the importance of training and keeping up-to-date with childcare and education information. This recognition and their regular access to training and improvement opportunities helps the staff to plan and provide a service which is beneficial in ensuring good outcomes for children. In their quest to provide continuous high quality experiences for children, the staff have participated in a quality assurance scheme. Their dedication to improving and developing their professional practice has resulted in them achieving the 'Growing Together' quality assurance award.

The available space in the setting is suitably organised and it is used appropriately so that children are able to work, rest and play, both indoors and outside, throughout the sessions offered. Good adult to child ratios, suitable deployment of staff, a key person system and the appropriate grouping of children means that they receive high levels of care, attention and supervision. As a result of enjoying a warm and welcoming childcare environment, children are very secure, settled and happy. Documents, policies and procedures required for the efficient and safe management of the provision are in place, although there are some omissions in the details of the accident records. Children's well-being is safeguarded because staff obtain the required information and any relevant consents from parents when their children are first admitted to the setting. Paperwork is stored securely, ensuring children's records remain confidential.

The leadership and management is good. Robust recruitment, vetting and induction procedures ensure that all staff working with children are suitable to do so and this means that children are well protected. The voluntary management committee and staff are enthusiastic and work well together for the benefit of the children. The committee is made up mainly of parents and they support the setting in many practical ways. The staff and management committee strive

to provide good levels of care and education for the children and have a suitable understanding of the setting's strengths and weaknesses. They build on this knowledge to continuously improve the provision and childcare practice. Staff are well supported by management through regular meetings, appraisals of their work and training needs and opportunities to access training. Their self-development is valued by their management committee and this in turn helps to ensure consistent, high quality care and education for the children. The person-in-charge and his staff team meet regularly to plan activities and evaluate the effectiveness of the nursery education programme and their teaching methods. Evaluations of activities and the children's responses are then used in planning the next steps in their learning and to ensure that children's needs and different learning styles are effectively catered for. The staff also seek and act upon advice from the local authority and other early years professionals.

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

Improvements since the last inspection

At the last inspection, to improve the standards of care, the provider was asked to: improve arrangements for children's hand washing and procedures for food preparation to ensure any risk of cross-infection to children is minimised; improve risk assessments to ensure potential risks are identified and addressed; keep a record of complaints relating to the National Standards and any action taken; review and improve procedures for informing Ofsted of significant changes and to implement a system for registering children and staff attendance on a daily basis, showing hours of attendance.

Since the last inspection, the provider has worked in partnership with the adjacent primary school to partially overcome the problem of having no hot running water on the premises. As the children now use the primary school toilet and hand washing facilities prior to lunch and snack times, this has helped to minimise the risk of cross-infection to the children. Although the children still use a communal bowl of cold water warmed by staff with boiling water from a kettle, they now only wash their hands using the communal bowl after messy play activities. They now use antibacterial soap and then dry their hands with individual paper towels. Some children still use the cold running water to wash their hands after using the existing toilets within the building, again using antibacterial soap and paper towels. The provider has secured funding to install a new water and central heating boiler and radiators, but the work cannot proceed until contractual matters regarding the lease on the building have been resolved. The provider would then be in a position to fully address the recommendation made at the last inspection. Staff have accessed training and revised procedures for food handling and preparation. They have implemented the use of disposable cloths and antibacterial sprays to clean surfaces and standards of hygiene have consequently improved, thus reducing the risk of cross-infection.

Following advice from the Health and Safety Executive, Pre-School Learning Alliance and the local authority, the staff and management committee have fully reviewed the risk assessments and checklists used and have also incorporated a risk assessment format for outings. The risk assessments now include all elements as outlined in the National Standards and guidance. As a result of addressing the recommendation, risk assessments have been improved to ensure potential risks are identified and rectified, which means children's safety and well-being is safeguarded. The provider has sought relevant advice from the local authority regarding the recording of complaints. The complaints policy has been updated and a complaints log is in place, which is fully compliant with the National Standards requirements. Parents and carers have access to this information on request, so they are kept fully informed of any action taken

in response to any complaints. The management committee has reviewed their procedures for informing Ofsted of significant changes and they now have improved systems and checklists in place to ensure that they notify Ofsted promptly when changes or significant events occur. The person-in-charge has successfully implemented a suitable registration system, which details the hours of attendance each day for both the children and the staff. As a result of addressing the recommendations, children's health, safety and well-being has been positively enhanced.

At the last inspection of nursery education one recommendation was made. The provider was asked to ensure that a consistent approach is used to introduce children to letter sounds. Following the inspection, the provider sought advice from the local authority and was selected for inclusion in a Primary National Strategy pilot scheme to help practitioners in schools and pre-schools deliver an effective programme of activities to support communication, language and literacy. The provider is making use of the 'Letters and Sounds: Principles and Practice of High Quality Phonics' pack. Consequently, the staff are now using a more consistent approach in their teaching of phonics and the children are making good progress in their use of language and understanding of letter sounds.

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):

- review and improve accident recording procedures and ensure that the required information is consistently recorded
- monitor the room temperatures in order to ensure that the premises are maintained at an appropriate temperature throughout each season of the year.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a monitoring system to evaluate the effectiveness of any revisions made to the children's development and assessment records.

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