

Risedale Pre-School

Inspection report for early years provision

Unique Reference Number	EY358379
Inspection date	25 June 2008
Inspector	Lara Hickson
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Registered person	Alison Jane Hall
Type of inspection	Integrated
Type of care	Sessional 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?

The setting has been established for many years and was re-registered under the present ownership in 2007. The setting is situated in the Methodist church hall, in Risedale Road, Barnehurst. It serves the local community. The group has access to the main hall, entrance lobby, both male and female toilets, including disabled and changing facilities and a kitchen. An outside area is now available and this is an extension to children's learning and development.

The pre-school operates term time only from 09:15 until 12:05 Monday to Friday mornings and 12:45 to 14:45 on Monday and Thursday afternoons according to demand. The group is registered to care for 30 children from two to five years on a sessional basis. Currently there are 35 children on roll, 28 of whom receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and those with English as an additional language.

The setting has seven members of staff, all of whom hold a childcare qualification. Four members of staff are qualified to NVQ Level 3 and the remaining three hold an NVQ Level 2 qualification.

Six members of staff are qualified first aiders and a rolling system is in place regarding first aid courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and welfare are promoted extremely well by the pre-school. A comprehensive health and safety policy is in operation and includes how the setting will ensure the safety of the premises, the children, parents and staff. Children are cared for in a hygienic, well maintained setting where excellent standards of cleanliness are maintained by the staff team. This effectively promotes the children's health and prevents the spread of infection within the pre-school. From an early age children are encouraged to develop independent hygiene practices. For example, they all clean their hands thoroughly prior to eating and after using the toilet.

An accident policy is in operation and ensures that accidents are logged appropriately and are countersigned by parents. It includes the procedure to follow if a child needs to go to hospital. A medication procedure ensures that children are only administered prescribed medication and that all medication administered to children is recorded appropriately. A separate medical form is completed by parents if a parent identifies a medical condition when completing initial child record forms. The medical form includes additional details such as signs to look for. A comprehensive sick child policy is in operation and includes exclusion periods for contagious illnesses, such as diarrhoea and sickness, or childhood illnesses, such as chickenpox. Emergency procedures are included in the sickness policy with clear guidelines for staff. This ensures that children's needs are met effectively and quickly in an emergency. Six out of seven of the staff team hold a valid first aid qualification and all will be qualified in September when staff renew their qualifications.

Excellent hygiene procedures are practised within the setting. Staff demonstrate very good hygiene practices to limit cross infection. For example, they wipe down the snack table with anti bacterial spray prior to snacktime and use a waterproof tablecloth. All children wipe their hands prior to snacktime and staff explain that this is to ensure that their hands are free of germs before they eat their snack. Although staff have to take children to the toilet when they need to go due to the location of the toilets in the setting, independence is promoted well. For example, children are able to cater to all of their own needs because step up stools and seats are available for them to use to aid independence. Staff are on hand to support the children but allow independence.

An outdoor area is now available for the children to use; this is an extension of the indoor area and includes a wide range of activities and experiences. Many physical activities are brought out into this area such as hopscotch, riding tricycles, free painting and sticking. Sand and water play is positioned in the outdoor area and encourages the children's manipulative skills whilst the indoor physical area has a range of scooters, tricycles and push a long cars for children to enjoy every day. Fine motor skills are encouraged and extended through creative activities, such as painting, sticking activities, playdough, drawing, colouring, and fixing together construction equipment, and pouring their own drinks at snacktime. Children at the pre-school demonstrate very good levels of manual dexterity. Regular music and movement sessions extend children's motor skills further. For example, during a Sticky Kids session children use different parts of their bodies as they follow the instructions such as reach up high, reach down low. All of the children participated enthusiastically and enjoyed the session.

A children's dietary needs policy is in operation which ensures that their individual dietary needs are recorded and respected by the staff team. Excellent systems are in place to ensure that all staff are aware of any dietary requirements and that children receive only food or drink that is consistent with their dietary needs and preferences as well as their parents' wishes. For example, registration forms contain information about individual dietary requirements including any allergies, food intolerances, and parental or cultural/religious preferences. A snack bar system is in operation allowing children to choose when they would like to have their drink and snack. This allows them to complete activities and minimises disruption to their play. Children are given a choice of water or milk and independently pour their own drinks from small plastic jugs. Snacktime is a sociable occasion where children are observed talking to each other and to staff. A wide range of healthy, nutritious snacks are offered within the setting including fresh fruit, dried fruit, breadsticks and crackers. Children have enjoyed eating noodles as part of Chinese New Year celebrations and pancakes on Shrove Tuesday.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The pre-school setting is set out into clearly defined areas of learning with plenty of space between these areas for children to move around safely and independently. Staff set up the pre-school each morning prior to the children's arrival and thorough planning ensures that it offers an extensive range of interesting and exciting activities. Parents comment to the Inspector that the role play area is ever changing and has been a hospital, greengrocers, vets, opticians and is now a campsite. Low level chairs and tables enable children to select resources and play activities independently.

Children and parents are greeted individually by staff upon arrival at the session. Parents are welcome to stay and settle their children at activities and many do stay for a short period. All children are allocated a keyworker who helps the child to settle in and familiarise them with the pre-school routines and the environment. Keyworkers play an important role in the initial settling in process and are responsible for recording details of their key children's progress and development. Staff have created a bright, stimulating and welcoming environment for the children and their parents. For example, educational alphabet and number friezes are displayed in different areas of the setting both indoors and in the outside area and examples of children's artwork and posters are situated around the setting.

Children have access to an extensive range of resources, toys and equipment which are in excellent condition due to the systems in place to ensure regular checks for safety and cleanliness. Staff check resources as they are setting up and tidying away each day and any broken items are either repaired or thrown away. All resources are age and stage appropriate and conform to British Safety Standards. Children are cared for in a setting where risks and hazards have been identified and minimised by the dedicated staff team. A comprehensive risk assessment procedure is in operation and risk assessments are completed prior to each session commencing. The safety of the children and staff is paramount at all times and staff are extremely dedicated in ensuring this and work well together during the session to ensure any risks or hazards are minimised. The outside area provides an additional space and is incorporated extremely well into planning. The Manager has made extensive alterations to the outside area to ensure it is totally safe and secure for children to use and it is checked by pre-school staff as part of the daily risk assessment prior to the setting commencing. An additional alarm is in place on the fire doors at the end of the area activating a high pitched sound if a child tries to open them. This would immediately alert staff.

Effective procedures are in place to promote children's safety in the event of a fire or emergency situation. A fire evacuation policy outlines pre-school procedures and includes staff responsibilities and a plan of the setting details where different types of extinguishers are. Fire detection equipment is in place around the setting such as fire extinguishers, a fire blanket, smoke detectors and fire signage and all are checked annually to ensure that they remain in appropriate working order. All fire doors are kept clear. Fire drills are completed regularly; the last drill was on 7 May 2008 and details how long it took to evacuate the setting and includes any additional comments as required. For example, the Manager has noted when the fire drill was slower because new children were attending who were less familiar with the process. The Manager ensures that she plans fire drills on different days and uses different exits to ensure that all children and staff participate and understand different evacuation points may be used.

Children are encouraged to take responsibility for their own safety, for example, staff remind children about sitting on chairs safely and walking in the setting. Arrival and collection procedures are excellent and systems are in place to ensure that children are unable to leave the premises unsupervised. A member of staff is placed at the main door during arrival or collection of the children and children may only be collected by an authorised person. A password system is used for emergencies and children are not allowed to go unless the correct password is used. There are policies on uncollected and lost children. Security of the setting is excellent, for example, during the pre-school session the main doors to the setting are locked and all visitors are escorted into the pre-school setting after staff have checked their identification. A visitors book is in place to monitor all adults on the premises including new parents settling in children. Staff are very well deployed within the setting both indoors and in the outside area and work well together to ensure that adequate numbers are positioned at activities in both areas of the setting to effectively supervise children. This promotes children's safety thoroughly.

Children are effectively protected from the risk of abuse and/or neglect because the staff team demonstrate a thorough understanding of child protection and their role with regards to recording and reporting any concerns. Staff have a clear understanding of the referral process. Extensive Safeguarding children procedures are in place with all appropriate contact details. The comprehensive Safeguarding children policy is divided into sections and includes responding to and recording suspicions of abuse, disclosures, informing parents, confidentiality and support available if allegations of abuse are made against a member of staff. A named member of staff has overall responsibility for child protection and updates her knowledge of this area on a regular basis.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate very well from their parent/carers and are eager to explore the extensive range of activities and play experiences available. Staff have set out the pre-school to enable children to independently access the resources and activities in both the indoor and outdoor environments. Children are encouraged to share and take turns and do this very well. The pre-school is set up attractively into clearly defined areas of learning prior to children's arrival each day and this aids the settling in as there are so many activities and experiences for children to explore. Children use the indoor and outdoor areas well and their learning is supported very well by staff in both areas, for example, numbers and letters are displayed in both indoor/outdoor environments.

The staff team demonstrate an excellent awareness of children's individual needs and characters and they support children very well in their play especially new children settling. There are

many opportunities for children to explore and make decisions for themselves. For example, they choose their own snacks and independently pour their drinks and are able to independently access the resources and activities. An effective keyworker system is in operation and ensures that children's individual needs are met. Parents are able to see progress records at any time and keyworker meetings are arranged termly to discuss progress and development.

Children are encouraged to develop good manners, for example, during drinks time children are reminded and encouraged by staff to say please and thank you if appropriate. Children behave very well and are aware of the boundaries. Staff use praise and encouragement to promote positive behaviour and gently remind the children of the rules where required.

The staff team plan effectively using both the Foundation Stage curriculum and the Birth to three matters framework according to each child's individual age and stage of development. Staff discuss children's starting points prior to them starting at the pre-school and this information is recorded by parents on 'All about me' forms and is used by keyworkers to inform initial planning. A pre-school curriculum policy is in operation and ensures that the setting provides a range of play activities in a stimulating environment which helps children to develop in all areas.

Children's play is enhanced by the structure of the pre-school session. The majority of the session is free play and children are able to choose activities in the indoor and outdoor environments. The snack bar session enables children to choose when they want their snack and drink which minimises interruption to their play.

Nursery Education

The quality of teaching and learning is good. The staff team effectively plan a wide range of stimulating and interesting activities and play experiences which cover the six areas of learning. Staff complete regular observations which inform planning. However, although some evaluation of activities is currently completed a more effective system is required to ensure that all individual observations are evaluated and the next steps of children's learning clearly identified. This will ensure that future planning is based on how children have completed activities and will ensure that the more able children are sufficiently challenged. However, focus activities do evaluate a small group of children's progress and areas for development. For example, written evaluations of activities include changes staff will make if the activity is repeated again as well as what children gained from the activity. When introducing an activity on 'more or less' staff conclude that the activity is too difficult for children to grasp and decide to introduce a different approach. For example, they later reinforce the concept of more or less at snack time, when threading beads and when playing with the small world.

Children's learning journey profiles record their progress and development and are completed by keyworkers. The profiles clearly outline which aspect of learning has been met and these are colour coded for quick reference. A progress chart is completed by the Manager to ensure that all areas of learning are met equally for each individual child. This chart enables the Manager to identify any gaps in learning and this is then discussed with the child's keyworker and will be reflected in future planning. A comprehensive record of transfer is completed prior to children going onto school and this is discussed with parents at a meeting with the child's keyworker.

Children's personal, social and emotional development is extremely good. They are happy and settled within the setting, separating extremely well from the parent/carers, eager to explore the extensive range of activities available. They are extremely confident and independent,

moving around the different activities and organising their own games and activities. For example, in the role play area they play imaginatively with the camping equipment and several children re-enact being post people delivering letters and bills to staff. Children are able to voice their individual ideas and needs if required such as at snacktime when they confidently choose their cup colour, their choice of drink and their choice of fruit. Children show good levels of concentration such as on the laptop where they complete a range of different educational programs confidently. Children work well as part of a group, sharing and taking turns fairly. For example, when one child gets out of a car to move a scooter out of the way another child jumps in the car. When staff see that the first child is upset they gently explain to the other child that his peer is using the car and ask if she can get back in it. The child gets out of the car straightway. Staff manage this situation very well, thanking the child for giving the car back and explain that once the child has finished with the car he will get the next turn.

Children interact very well with their peers and adults, sitting alongside each other when completing computer programs and playing together in the physical area. They respond enthusiastically to stories and rhymes and staff alternate how story time is organised to engage their attention and interest. For example, books are used, story boxes with props are introduced and puppets are used. A Dear Zoo story with props really engages the children's interest and extended many different areas of learning as they discussed the different animals included in the story. Children also love singing time and ask for their favourite songs confidently. Children attempt to write for a variety of purposes such as they write out bills which the post people deliver, they write names on their art work and they write in the graphics area. They are able to access a wide variety of tools and writing materials such as in the graphics area, on the sticking table and in the outside area. Recently children wrote their names and addresses on envelopes where able and posted letters. Staff used this activity to show the children how their mark making was important and had meaning. Name cards are available in different areas of the setting such as in the graphics area and on the sticking table and children use these to label their pictures. Children have access to many books and use this area well, looking through books on their own and in small groups.

Children have numerous opportunities to see numbers within the setting which reinforces their number recognition skills. For example, numbers are seen on number friezes, on calculators, on programs on the laptop and in number lines in the outside area. Storytime often involves numbers, such as children counting props in Dear Zoo or number books such as 'Ten little ladybirds'. Children are able to identify numbers upto 10 very well. During storytime children identified numbers and are encouraged by staff to count items in the story together. One child says, "Number seven looks like a five upside down", another says "No it looks like a three upside down". Children understand that numbers represent meaning, for example, when identifying the number four a child excitedly states 'I am four'. Children have access to games and activities that enhance their number matching and recognition skills. For example, all of the bikes and scooters in the physical area are numbered and there is a parking area with numbered spaces which encourages children to match numbers during their play. Numbers are also displayed on the easel and on the fence in the outdoor area. When cutting up a banana children discuss how many pieces there are. When one banana is cut into five pieces and one is cut into four pieces children discuss that one banana is smaller than the other banana. Children understand mathematical concepts such as more or less and are able to sort objects when playing with the compare bears and when discussing the numbers of boys and girls at the snack table.

Children are able to experiment and operate a range of different equipment such as a computer, calculators and electronic toys. They confidently use the laptop computer which is available on a daily basis and they move the mouse and arrow keys with control and confidence. One just

three year old is able to operate programmes about differences with ease, matching numbers and letters well. Staff are on hand to support new or less confident children but generally children complete computer activities independently. Children have daily opportunities experience and discover changes to nature and the environment as a result of daily access to the newly created outside area. They enjoy planting seeds and flowers in troughs and watching them grow. During the inspection children discuss how it is warm when the sun is out but when it hides behind a cloud it gets colder. Children celebrate different festivals throughout the year although currently these are mainly Christian based. There is a range of resources available to develop children's understanding of diversity and the wider world and these include books, small world people and dolls from different cultures and dressing up costumes.

Children's physical development is encouraged and developed through a wide range of physical play activities. Resources include a climbing frame, trampoline, scooters, tricycles, hopscotch basketball. Regular music and movement sessions also encourage balance and coordination. Physical activities are set up in both the inside and outside area. Fine motor skills are developed through activities such as fixing together construction equipment, lacing and threading activities and mark making. Children demonstrate very good spatial awareness in both the inside and outside areas, moving around furniture, equipment and peers confidently.

Children are able to explore a wide range of different media and materials such as playdough, gloop, painting, modelling and drawing. Staff ensure that creative activities are altered regularly to engage children's interest and imagination. There are numerous opportunities for children to develop and extend their imaginative skills through different role situations and through the small world activities. The role play area is altered weekly and has recently been an opticians, vets, hospital, greengrocers and is currently a campsite. Children enjoy dressing up and taking on different roles such as two children became post people during the inspection whilst a third child announces that she is Princess Jasmine and will not answer to her own name for the rest of the session. Children confidently sing songs and rhymes and joining in with familiar action rhymes such as Farmers in his Den. Staff use puppets and props during song such as five currant buns and five little monkeys.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met extremely effectively by the staff team through the robust systems that are in place to ensure this. For example, child registration forms are completed for each child upon entry to the pre-school and these contain all of the required information for staff to be able to provide appropriate care and meet individual requirements. A separate medical form is completed where required and includes specific information on a child's medical need.

An equality and diversity policy is in operation and outlines the setting's commitment to providing equality of opportunity and anti-discriminatory practice for children and their families. The policy includes admissions, employment, the curriculum, valuing diversity in families and food. Where required the setting is able to translate newsletters and information packs which ensures that families with English as an additional language can be fully involved in the setting. Children at the pre-school are encouraged to develop their awareness and understanding of diversity through learning about festivals, celebrations and cultures. Over the past year the setting has celebrated a selection of different festivals such as Chinese New Year, St Patrick's Day, Shrove Tuesday and Christmas although these are mainly Christian based. When one of the families recently had a son the parent brought in sweets to celebrate the birth of the first

boy in the family. Traditionally these are meant to be thrown in the fire although the pre-school did not adhere to this tradition! In the setting laminated cards with the names of colours are in French and English and there are a number of books reflecting diversity in the book area. Other resources in the setting reflecting diversity include dolls, dressing up costumes and musical instruments.

Children with learning difficulties and/or disabilities are supported extremely well within the setting. A learning disability/difficulties policy is in operation and outlines that inclusive practice is fully promoted by the setting. Staff recognise that some children may have particular needs and/or disabilities and take specific action to support and encourage these children within the caring pre-school environment. Staff enable children to participate fully in learning activities and experiences by providing a differentiated curriculum that responds to the individual needs and development of each child. Staff work closely with parents and other outside agencies to monitor each child's progress carefully and provide effective, additional support to meet the child's needs. Parents are fully involved in all decisions that affect their child and comments on recent questionnaires reflect how happy parents are with the early intervention and support given by the staff team. One parent comments, "You have all played an important role to my child, improving his speech during the past six months". There is a designated Special Educational Needs Coordinator (SENCO) who monitors the needs and development of children who have identified learning difficulties/disabilities. Procedures are in place to support children's learning, for example staff and parents devise individual targets and set up Individual Education Plans (IEPs). Individual education plans are thoroughly recorded and include areas of concern, observations reflecting how this area is being addressed, details of other agencies involved and targets of how these will be achieved.

Children's spiritual, moral, social and cultural development is fostered. Children behave extremely well within the pre-school and are able to share and take turns. A behaviour management policy is in operation and the setting aims to promote positive behaviour. Techniques are in place to encourage children's positive behaviour, for example, staff use positive strategies to handle any conflict and encourage children to find solutions in ways appropriate to their stage of development and level of understanding. Staff recognise that codes for interacting with other people vary between cultures and respect these differences. Positive behaviour is promoted through praise related to children's actions and behaviours and staff focus on activities that involve sharing, turn taking, cooperation and negotiation. For example, sand timers are used if required to ensure all children have a turn with activities which helps to avoid conflict. Staff help children to understand the consequences of their behaviour on others. Staff also reinforce the few rules within the setting regularly during registration. Children receive gentle reminders regarding inappropriate behaviour and praise and encouragement for positive behaviour which boosts their self-esteem. As a result of this children are beginning to learn right from wrong and to become self-disciplined. Any details of physical restraint are recorded appropriately in the incident book and discussed with parents who are asked to sign the incident book to indicate that they have been informed of a situation.

Partnership with parents is good. A parent involvement policy is in place and outlines the setting's respect that parents are the first educators of their children. Parents complete a questionnaire when their child starts at the pre-school to obtain the child's ability and the progress they have already made and the setting works with parents to help each child to reach their full potential. A settling in period is planned for all children in consultation with parents and this is individual to children's needs. Parents are welcome in the pre-school and are encouraged to stay until they feel their child is comfortable with being left. A parents' rota is in place and parents can come in to play alongside the children and see from first hand

experience how the children are learning and developing. Parents have opportunities to discuss their child's progress on a regular basis, for example, termly keyworker meetings are arranged, daily feedback is provided and parents can become part of the parents' rota and come in at any time to play and observe. Parents are asked to complete questionnaires on a regular basis and the pre-school uses comments from these to evaluate and improve the provision. Recent questionnaires highlighted how happy parents are with the setting. Parents have many opportunities to become involved in their child's learning. For example, they complete the 'All about me' booklet prior to their child starting, they can contribute to keyworker meetings where their comments are recorded and if their child has any additional help from outside agencies parents are encouraged to bring this into pre-school and staff will support this. For example, children attending speech therapy will bring in words which staff will help them with.

A comprehensive complaints procedure is in place with clear guidelines for parents and other agencies on how to make a complaint. A complaints log is available although there are no entries as the setting has not received any complaints.

Organisation

The organisation is good.

An extensive operational plan is in place and details how staff will plan and provide activities to cover the areas of learning, how staff will work effectively to meet needs of children with learning difficulties and/or disabilities, how space is organised and management of staff. The aims of the setting are 'to give every child the opportunity and encouragement to reach their full potential to the best of his/her ability in a secure and caring environment' and the operational plan clearly outlines how this is completed effectively. All of the required information and documentation was available for the inspection and is confidentially stored in filing cabinets which are locked at the end of each session.

A comprehensive set of policies and procedures is in place and these meet the five outcomes and underpin the whole ethos of the setting. Policies are reviewed regularly and updated to ensure that they contain all the appropriate information. An effective keyworker system is in place and this supports the children well within the setting. Staff demonstrate a very good knowledge of the Foundation Stage curriculum, Birth to three matters and how children learn and develop which enables them to plan activities appropriate to children's individual needs and stages of development.

Children are cared for by a staff team who have undergone thorough vetting procedures and who are experienced with working with children under five years. All staff are qualified to NVQ Level 2 and four have a Level 3 qualification. All but one of the staff team hold a valid first aid qualification which enables them to provide appropriate care in an emergency. The setting displays their registration and public liability certificates on the notice board in the foyer. An attendance register is completed as children arrive to each session and clearly records arrival and departure times where different to start and finish times of the setting. A wipe clean board is also completed with numbers of children, staff and visitors and this is altered to reflect a change such as when a visitor goes home.

Leadership and management of the setting is good. The staff team are clear of their own roles and responsibilities and have set duties which change on a daily basis. Expectations of staff roles are discussed at staff meetings and individual staff appraisals. The Manager and staff are aware of the setting's strengths and weaknesses. For example, the Manager recognises that special needs is a key strength of the setting and this is backed up by parent questionnaires.

Staff highlight how well they work as a team and state that the new outdoor area and the extensive and imaginative range of activities available are key strengths. Since taking over the provision in September 2007 the Manager has evaluated the setting and has made changes which have enhanced children's play, learning and development. For example, she has introduced a new outdoor area, has extended physical play for the whole of a session rather than a short period at the end and has redesigned the setting and areas of learning. Although observations are completed regularly next steps are not always included and this could affect future planning for individual children, particularly those who are older or more able and require additional challenges. The setting does celebrate some festivals although currently these are mainly Christian based.

The Manager uses feedback from parent questionnaires and comments from the Early Years Advisory teacher to evaluate and improve the provision and service offered. Staff attend at least four training courses each year which extends their knowledge and understanding of child development and other aspects of childcare, health and safety. Training requirements and individual staff development is discussed fully at staff appraisals which the new Manager has introduced. Staff have designated responsibilities for certain areas, for example, there is a named Special Educational Needs Coordinator, Behaviour Management Coordinator and a Child Protection Officer. Effective contingency plans are in place regarding staff sickness or absence through training and these ensure that appropriate ratios are maintained at all times.

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

Improvements since the last inspection

Not applicable - this is the first inspection since registration

Complaints since the last inspection

Since registration 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):

- extend opportunities for children to extend their knowledge and understanding of diversity and the wider world with particular reference to celebrating a variety of festivals from different cultures and traditions

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):

- ensure all observations clearly identify the next step of learning and development (also applies to care)

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