



# Denefield School

## Inspection report

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Unique Reference Number    110100  
 LEA                                West Berkshire

Inspection number            275903  
 Inspection dates               6 - 7 July 2005  
 Reporting inspector          Steffi Penny HMI

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

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Type of School	Comprehensive	School address	Long Lane
School category	Foundation		Tilehurst
Age range of students	11 - 18		Reading
			RG31 6XY
Gender of students	Mixed	Telephone number	0118 9413458
Number on roll	1225	Fax number	0118 9452847
Appropriate authority	The governing body	Chair of governors	Mr. D. Dobby
Date of previous inspection	19 Jan 1998	Headteacher	Mr. E. F. Joint

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Age group	Published	Reference no.
11 - 18	July 2005	275903

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## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Denefield School and of the local education authority.

The inspection was carried out by five of Her Majesty's Inspectors and one Child Care Inspector.

## Description of the school

Denefield is a larger than average mixed comprehensive school; it has Technology College status and has a specialist resource unit for six hearing impaired students. Training school status assists staff recruitment in an area where the cost of living is high. Recently there has been a much higher than typical number of staff leaving, mostly to promotion elsewhere. The proportion of students with learning difficulties is average. Students come from a wide variety of minority ethnic backgrounds although three quarters are white British. The number of students for whom English is not their first language is slightly higher than usual, but few are at an early stage in English when they arrive at the school. Denefield has been accredited with Investor in People status since 2000 and is a partially extended school offering services beyond the school day to students, staff and the local community.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

Inspectors agree with the schools' evaluation that Denefield is a good school with some outstanding features. Student achievement is at least satisfactory and often good. There are no significant differences between the attainments of different groups. Target setting is secure and indicates a continuation of an upward trend over time. The deployment and development of Learning Support Assistants is outstanding. They help to ensure that all students with learning needs or disabilities are fully included in lessons, and are supported to achieve high expectations.

The school has continued to improve since its largely favourable previous inspection. The capacity for it to improve further is good. There is a shared vision for future school developments between staff and governors and self evaluation procedures are strong. However, there needs to be a smarter and sharper focus on using school procedures and policies to maximise their impact on learning, for example by greater sharing of good practices identified in faculty reviews and from the Reflective Practitioner Programme.

The school provides good value for money and it has taken advantage of a wide range of initiatives that have provided resources to support the learning of students. The innovative creation of Denefield Enterprises Limited, as the umbrella company for four other companies, provides students with valuable insights into how real companies operate, as well as generating income for the school.

**Grade: 2**

### **Effectiveness and efficiency of the sixth form**

Inspectors concur with the school that the sixth form is satisfactory. The sixth form accepts all students, no matter what their abilities. Whilst this opens learning opportunities to all students it does not always enable them to build effectively on their skills and prior learning because some students have not got the necessary skills to attain high standards in the courses they select. A good range of courses is available to students.

**Grade: 3**

### **What the school should do to improve further**

- Increase further students' achievements and standards, particularly in the sixth form by encouraging them to select courses that build on their prior attainment
- Reduce the inconsistency in the quality of teaching and learning across the school by focussing subject leaders on how day to day assessment can raise students' attainment
- Secure greater consistency in the implementation of key policies and procedures to maximise their impact

### **Achievement and standards**

In 2004 standards in external test results were good compared with those nationally in both key stages. This represents satisfactory progress in Key Stage 3 and good progress in Key Stage 4, but some students and their parents feel that they have not progressed as well as they should. There are some variations between subjects and these reflect staffing issues. The school has strategies that in the long term reduce the effects of staff turbulence.

Attainment on entry to the school is around the national average. A highly significant number of students take 10 full GCSEs compared with the national picture and a small number fewer than nine. Excellent progress is made by those who enter the school with the lowest levels of attainment as do those with learning difficulties and disabilities. The school has correctly identified the relative performance of different groups of students and has instigated interventions to raise achievement, for example the Gifted and Talented Programme. There is some variation in the performance of boys and girls between subjects, which the school has recognised, but these are not significantly more than those found nationally. The school sets itself, and largely meets, challenging targets.

**Grade: 2**

## **Personal development and well-being**

Most students enjoy school and attend regularly. During the inspection students behaved well and responded positively, working cooperatively and safely on a range of practical activities. Most students respond positively to the school's behaviour management policy "Respect for Learning", valuing the rewards and recognition they receive for behaving well. When teachers do not apply the policy consistently students sometimes become frustrated and the policy is less effective at promoting good behaviour. A small minority of parents express concerns about standards of behaviour.

The school is working hard to promote healthy life styles: for example, by encouraging students to drink fresh water and take regular exercise. While students are encouraged to eat sensibly, many do not take advantage of the healthy options available in the school cafeteria. Because of this the school evaluated personal development and well-being as satisfactory; inspectors do not agree, and judge them to be good because students have a good understanding of healthy food, but do not always choose this option.

The school has set up four educationally orientated companies and makes good use of these, together with more formal elements of the curriculum such as careers education, to promote students' economic well-being.

Students make a very positive contribution to community development, both within school and in the local area. They make a vigorous contribution to the school council which has a significantly positive impact on the life of the school, organising charity fund-raising and environmental improvement initiatives.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

Inspectors judged that the school has an accurate view of its teaching. During the inspection the normal timetable had been suspended and students were engaged in a range of special activities and trips. The examples of teaching and learning seen were at least satisfactory, much was good and a small proportion outstanding. The use and impact of teaching assistants in lessons is exemplary.

The work in students' books and discussions with them confirm that over time teaching and learning are at least satisfactory and often good. The quality of

written feedback that students receive from teachers' marking is not always as helpful as it could be.

Evidence from internal and external test results supports the fact that students do as well, and often better than expected. However, shortages of staff have meant that temporary teachers are used in some departments and this has an impact on the progress made by some students. The school has instigated procedures to ensure that the level of disruption this causes over time is minimised. It has done all it can to make sure that it compensates for any difficulties students have when teachers are replaced. However, some parents and students remain concerned about the number of teacher changes that have occurred.

Information and communication technology (ICT) is used well for teaching and learning; technology college status has helped improve the facilities and raise achievement. Staff use their lap tops and the intranet and e-mail systems well to support students and enhance learning. The use of the Reflective Practitioner programme and Training School status has helped to establish a culture of self-evaluation and continued professional development that have had positive impacts on students' learning.

## **Grade: 2**

### **Curriculum and other activities**

Students are well served by the curriculum and in all years receive suitable education in personal, social and health issues and citizenship leading at Key Stage 4 to a GCSE short certification in citizenship. In Key Stage 4 they can study academic GCSEs, applied GCSEs, a combination of these, or work-related courses. Currently the number of students on work-related courses is small; new courses in Motor Vehicle and Fashion and Design in partnership with a local college start in September. Gifted and talented students participate in a variety of activities in summer school, weekend and after school sessions.

Students in the sixth form can choose from a wide range of AS and A level subjects and a growing number of vocational courses is available. The school plans to extend its successful pilot course in NVQ level 2 hairdressing for September 2005. The school offers a good selection of enrichment activities with strong provision in the arts and sport and participation rates are high. The school has recently been awarded the Artsmark silver award for the second time in recognition of its strengths in this area.

The innovative annual arts and technology week for years 8 and 9 enriches the formal curriculum; learning and personal development are greatly enhanced through a range of engaging and challenging activities. For example, in a technology lesson students were designing and making jewellery and developing awareness of commercial enterprise using materials that changed colour due to sensitivity to light and heat. More could be done to record the high levels of achievement evident in this work.

**Grade: 2****Care, guidance and support**

Students receive good care and support throughout the school. Teachers are sensitive to individual needs and work hard to address them often making effective use of the good support provided by the local youth, health and education welfare services.

Induction arrangements are well planned so that new students start the school confidently. Sixth form students are playing an increasingly prominent role, contributing to drugs awareness education and serving as mentors to tutor groups in years 7 and 8.

Support for vulnerable students is good. For those with hearing impairments and those in the study support centre, including a very small number of refugee students, the provision is frequently outstanding; this enables these students to participate successfully in the wider life of the school. The school monitors carefully the progress of the few students it judges to be at risk of permanent exclusion.

The school has a clear policy for dealing with bullying and reported incidents are recorded carefully and followed-up by teachers. While nearly all students feel safe in school, there continues to be reported cases, from some parents and students, of teasing and verbal intimidation. The school recognises the need to ensure that its open and supportive approach brings about lasting changes in students' attitudes.

**Grade: 2**



## Leadership and management

The school is well led by the headteacher, senior leaders and governors. They all have a good understanding and knowledge of the strengths and weaknesses of the school based on secure evidence. There is also good understanding of the challenges and future developments for the school such as recruitment and retention of staff. Systems are secure for self evaluation across the school, although these do not always focus sharply enough on the connection between policies and their combined impact on raising standards.

The quality of subject leadership is mixed, as shown by the differences in performance between subjects. This has an impact on the leadership and management of the sixth form which inspectors find to be satisfactory rather than good as identified by the school. This is because whilst the focus on raising standards is good across the school this is not so strong in the sixth form where the progress is not as good. The head of the sixth form has the capacity to make improvements, but it is too early to see the impact of actions taken.

The school's practice of involving all students fully in all it offers is outstanding. Refugee students, the hearing impaired, and those from the neighbouring special school are fully incorporated into lessons. The deployment and development of Learning Support Assistants is extremely effective in supporting students' development and learning.

The links with parents are good; there is wide consultation and the school has a good open-door policy. Procedures for dealing with parental complaints are clear, and they are effectively dealt with when they arise. Links with external agencies such as health services, primary schools, local and national businesses are also good.

**Grade: 2**

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## INSPECTION JUDGEMENTS

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16-19</b>
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**OVERALL EFFECTIVENESS**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>	<b>3</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	<b>2</b>
The quality and standards in the Foundation Stage	<b>NA</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	<b>3</b>
The capacity to make any necessary improvements	<b>Yes</b>	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	<b>Yes</b>

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>2</b>	<b>3</b>
The <i>standards</i> reached by learners	<b>2</b>	<b>3</b>
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>2</b>	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>	
The behaviour of learners	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>3</b>	
The extent to which learners make a positive contribution to the community.	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>	

**THE QUALITY OF PROVISION**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>	<b>2</b>

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	<b>Yes</b>

<b>The extent to which schools enable learners to be healthy</b>	<b>Delete as appropriate</b>
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	<b>Delete as appropriate</b>
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	<b>Delete as appropriate</b>
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	<b>Delete as appropriate</b>
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>Yes</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>Yes</b>

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Denefield School  
Long Lane  
Tilehurst  
Reading  
RG31 6XY

July 2005

Dear Students

As you know your school was inspected on the 6 and 7 July 2005. A number of you were not in school during the inspection because you were on trips or had just finished exams. Those of you who were in school may have met some of the inspectors or have seen us around the school. But, all of you have helped us to make our judgements. Some of your parents/carers responded to a confidential questionnaire or talked to us and we also took their views and concerns into account when making judgements. We encourage you to read the report, it will let you know in more detail what your school does well and how you can help your school to be even better than it is.

Denefield is a good school with some outstanding features. The main strengths are that students:

- who have learning difficulties or disabilities achieve very well
- take responsibility and make an active contribution to their community, for example through the school council
- benefit from the funds generated by the school through the businesses it has created as well as seeing how companies work from the inside
- have a wide range of courses available in the main school and the sixth form
- take part in a number and range of activities available as part of the school day and at special times in the school year

What you can do to make your school better:

- some of you and your parents/carers felt that behaviour in some lessons was not good enough and that this stopped you from producing your best work, you can help to improve this situation
- make better choices for living healthily, for example what you eat at lunchtimes so that you have a healthy diet that will help you concentrate and learn more easily
- consider more carefully how to choose the courses in the sixth form that will allow you to get higher grades and have better opportunities in the future

Steffi Penny  
HMI (Lead Inspector)



# Denefield School Day Nursery

Inspection report for early years provision

**Unique Reference Number** 955591  
**Inspection date** 06/07/2005  
**Childcare inspector** Christine Goode

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**Setting address** Denefield School  
Long Lane, Tilehurst  
Reading  
Berkshire  
RG31 6XY

**Telephone number** 01189 413458  
**E-mail** [www.denefield.org.uk](http://www.denefield.org.uk)  
**Registered person** Denefield School Day Nursery Committee

**Type of inspection** Integrated

**Type of care** Full Day Care

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## 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](http://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 **satisfactory**.  
The registered person **meets** the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT SORT OF SETTING IS IT?

Denefield School Day Nursery was established in 1990. It is a work place nursery serving staff of Denefield School and the local community. A committee of staff and governors along with a parent representative manages it. It is housed in an adapted terrapin, sited in an enclosed area of Denefield School. There is a playgroup housed in an adjoining terrapin on the same site. They share a communal outdoor area. The provision has use of the school facilities.

It is open from 08.00 to 17.00 Monday to Thursday and 08.00 to 16.00 on Fridays, term time only. There are currently 16 children on roll. Of these, six are funded for nursery education. The setting supports a small number of children with special needs and for whom English is an additional language.

Three staff work with the children over the week. Two of the staff hold relevant childcare qualifications. Two staff hold current first aid certificates.

### **THE EFFECTIVENESS OF THE PROVISION**

#### **Helping children to be healthy**

The provision is satisfactory.

Children have opportunities to play in the fresh air and undertake physical activities. When using the back garden, they develop their self-confidence in physical skills through the use of large toys and equipment. They participate in climbing and balance well on the beams and swing bridge which develops their co-ordination and large muscle skills. Children are developing good hand eye co-ordination through the use of scissors and drawing with crayons. Children are learning to listen to their bodies and rest and be active according to their needs.

Children are learning the importance of appropriate hygiene through well organised activities and routines. They wash hands before and after the toilet and before eating. However, although clear policies and procedures are in place to help prevent cross infection some aspects are not consistent. Babies are not well protected from cross infection. There is an inconsistent use of gloves and aprons for nappy changing and suitable indoor footwear is not worn in the baby area. Some methods used by children for toothbrush storage do not sufficiently prevent the spread of infection, as children share the same storage mug.

Children's dietary needs are appropriately met because staff are sufficiently aware of children's individual needs to provide for those accordingly in the planning of meals and snacks. All children are offered drinks throughout the day. They enjoy varied and nutritious meals and snacks. Children benefit from staff working closely with parents to ensure children remain healthy. Staff are aware of food hygiene practice and are currently planning training in food hygiene to enhance skills and knowledge.

Staff are beginning to use the Birth to three matters guidance to provide a suitable range of physical experiences for children aged one. All are able to rest and be active according to their needs.

#### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a warm, welcoming and appropriately maintained environment. They have access to a sufficient range of safe, good quality, developmentally appropriate resources. These are well organised at child height to help encourage independent access.

Children's safety is given priority because security systems are in place and checked



regularly. There are appropriate procedures in place to ensure children's safety as staff comply with health and safety requirements. However, children have less opportunity to go on outings because of the current reduction in the number of staff.

Children are appropriately protected because there are clear policies and procedures in place that most staff understand. Staff are currently refreshing their skills and knowledge through ongoing training.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Babies receive lots of affection and are forming a strong bond with their key worker, which increases their sense of well-being. They benefit from routines that are consistent with their home experiences. Babies benefit from the key worker working closely with parents to support their progress and their individual needs. For example, they enjoy a range of colourful toys that make sounds and outside they smell the herbs in the sensory garden. Babies develop early communication skills as they attract attention of staff who respond to their sounds during play. Musical activities include singing and creating rhythms help contribute to children's developing communication skills.

All children are confident in their relationships with staff. They play happily together and with adults enjoying resources such as puzzles, games, small world toys and outdoor toys suitable to their age and stage of development. They happily engage in painting, digging in the sand area and making sea animals. Children happily explore a variety of creative materials to develop their feelings and ideas.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making sufficient progress because most staff have a secure knowledge of the Foundation Stage. Assessment reflecting the six areas of learning is used to inform planning. Most staff use the stepping stones to clearly identify children's achievements and plan the appropriate next steps in their learning. However, the lack of monitoring and evaluation of the provision means that staff are unable to recognise where they have been successful in promoting learning and where aspects require improvement.

Children enjoy the company of other children they show a strong sense of belonging as they greet each other and staff as they arrive. Children show that they can be helpful and polite. For example, they help to tidy away toys when asked. They are generally engaged in their play as they select and carry out activities. They assume responsibility for their personal care. Children speak confidently; they eagerly initiate conversations with each other and with staff. They enjoy listening to the group story and sit quietly. Children rarely use the books because the book corner is not made inviting enough. They sing songs play musical instruments and enjoy musical games. For example, they listen to the loud and soft sounds of the instruments. Children have carefully started to write their names and these are well displayed under their seascape work. Children confidently recognise shapes and count numbers as part of the planned programme. Children benefit from staff using the routines of the day to explore calculation, for example, 'if I take one chair away how many do I have left'?

## **Annex C**

Children develop an interest in the world about them. They are learning about growing living things. For example, they plant vegetable seeds in the garden and tend them. When fully grown they cook and eat the fruits of their labours. Children benefit from the use of a wide range of programmable toys because they help them learn about how things work. Children are learning a sense of time as they discuss the days of the week and understand about tidy up time. The current theme of seascape captures the children's imagination. They use magnets to catch fish and explore sand with small world sea animals. Children enjoy visitors to the nursery who bring in animals to support the different projects.

Children enjoy some active physical activities in the back garden. However, in the front garden children do not gain fully because the area is disorganised and unplanned due to the shared use.

Children use their imagination in their creative work and through lively music sessions. Children do not benefit from a well-presented home corner often enough for them to develop their imagination and act out their ideas.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed each day. Their individual needs and interests are respected by staff and they are given the freedom to express their views and make their own suggestions. Children use a range of resources that reflect the wider community they live in. Children feel valued as they see many examples of their creative work and photographs of themselves in home-made books displayed. Children are well behaved and polite in response to staff. They take turns and show concern for others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Clear information is available to them about the settings policies and procedures. The settling in policy helps younger children settle in appropriately and enjoy their play. Parents are kept well informed about children's progress through informal discussion and the daily contact book. Children are cared for as parents wish because staff listen to parents and work with them.

### **Organisation**

The organisation is satisfactory.

The premises although small and compact are well organised. Indoor and part of the outdoor space is laid out to support children's learning opportunities. The staff support children's care by providing a sufficient range of organised activities. The leadership and management is satisfactory. Children benefit from staff working together as a team and continuing to develop their knowledge through ongoing training. All policies and procedures are in place but not always consistently applied. They discuss the planning of the nursery education programme. However, monitoring and evaluation of the programme is not yet in place. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The previous care and education inspections recommended that the setting provide a written procedure for the late collection of children and an operational plan. A new procedure is now in place and is made available to parents. There is a clear operational plan in place which clearly states what the aims and objectives of the group are. This has helped to improve all aspects of care for children. They were asked to record all times of arrival and departure of children. This is recorded every day on the whiteboard and in the register. They were also asked to undertake a weekly written risk assessment. Staff now check the premises and equipment weekly and record the outcome. Children now benefit from a safer environment. In nursery education, staff were asked to have non contact time to enable them to write children's assessments, complete planning and evaluate the programme. The setting now closes early on a Friday to enable this to take place. However, although children are benefiting from the positive changes staff have not put into place the evaluation of the programme and this remains a recommendation for this inspection. Finally, staff were asked to undertake training in the Foundation Stage and the Stepping Stones. This has been undertaken and staff are aware that this is an ongoing process to help children progress in the Foundation Stage.

### **Complaints since the last inspection**

There are no complaints to report.

**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 **satisfactory**. The registered person **meets** the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are **satisfactory**.

**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 recommendations:

- ensure that good hygiene practices are in place and followed at all times to prevent cross infection; wear suitable indoor footwear in the baby area.

***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 recommendations:

- plan activities for the front outdoor play area based on children's records and attainment to help three and four year olds to make progress in their physical development
- develop role play opportunities where children can express their imagination in a variety of ways; make the book corner more inviting for children to use
- ensure that planning is regularly monitored and evaluated.

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