



Warwick Bridge Primary School

Inspection Report

Unique Reference Number 112404
Local Authority Cumbria
Inspection number 289273
Inspection dates 17–18 January 2007
Reporting inspector Penny Parrish

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Warwick Bridge
School category	Community		Carlisle, Cumbria
Age range of pupils	3–11		CA4 8RE
Gender of pupils	Mixed	Telephone number	01228 560390
Number on roll (school)	145	Fax number	01228 560390
Appropriate authority	The governing body	Chair	Dr Iain Grainger
		Headteacher	Mrs Gill Fraser
Date of previous school inspection	1 October 2001		

Age group 3–11	Inspection dates 17–18 January 2007	Inspection number 289273
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average school, situated in a rural area on the outskirts of Carlisle. The proportion of pupils entitled to free school meals is below average, as is the number identified as having learning difficulties and disabilities. Children's attainment on entry to the Nursery varies widely, but, overall, is in line with what is usually expected for three-year-olds. Almost all pupils are of White British background. A small number have a minority ethnic background and occasionally, this includes children in the early stages of learning English as an additional language.

Children attend the Nursery on a part-time basis, usually for the morning session. In addition, parents can pay for their children to stay in the Nursery for the afternoon session, so that some children attend for the full day. An inspection of these extra care facilities available in the Nursery was inspected simultaneously and is available within a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Warwick Bridge is a good school and provides good value for money. Standards are above average and pupils achieve well. National test results in Year 6 show good improvement over the last two years. Leadership and management are good, with subject leaders and the governing body providing good support in improving the school. Recent improvements in standards show that the school has a good capacity for further improvement.

Most parents have very positive views of the school's work. If any concerns are raised about a child's progress or enjoyment of school, the headteacher takes great pains to settle issues sensibly and fairly. The school provides good care for the pupils, so that they feel safe, show good personal development and generally enjoy learning. The curriculum is good, enriched by a good range of activities that extend the pupils' learning.

Achievement is good overall in the Foundation Stage and, by the end of Reception, children at least meet the learning goals set nationally and some exceed them. The very good provision in the Nursery meets children's needs well through meticulously organised opportunities to learn through play and investigation. In Reception, unsettled staffing over the past three years has limited the school's opportunities to maintain consistently good teaching and learning; although good improvements in the curriculum since the last inspection ensure that it now implements national guidance effectively. The school provides less adult support in Reception, which reduces children's opportunities for discussion and learning. The achievement of a group of children, mainly boys, although satisfactory in early reading and writing is not as good as it should be.

By the end of Year 2, although teaching is generally good in Years 1 and 2 and most children achieve well, this is reflected fully only in test results in mathematics, which were above the national average in 2006. Results in reading and writing were average, with few children reaching higher levels in writing. Although the mixed-age classes in the school generally work well for children and enable the school to meet their specific needs, the children in Year 1 working with Reception do not always achieve as well as they might in writing and this is impacting on test results in Year 2, especially for the boys.

Teaching and learning are good in Key Stage 2. By Year 6, standards are above average, reflecting the national test results in 2006. Results were well above average in mathematics, where an impressive number of pupils reached the higher level. In English, standards are higher in reading than in writing and girls attain higher standards than boys. The school has made improvements to the curriculum to help improve boys' learning especially, but there is more to be done to improve boys' attainment in writing. Although teachers assess pupils' writing regularly and use the information gained as a basis for future planning, the marking of pupils' writing does not always inform pupils well enough about their successes or help pupils to track their areas for improvement.

Recent additions to the curriculum and resources for information and communication technology (ICT) are raising standards and helping the school to meet pupils' needs without depending on support from specialist centres. There is more to be done, however, to establish planning for ICT at a sufficiently challenging level across the whole curriculum.

What the school should do to improve further

- Improve teaching and learning in writing, for boys and for the younger pupils in Year 1 especially.
- Improve the marking and reward system for writing to help pupils to be clear on their successes and progress with areas for development.
- Develop the use of ICT skills across the curriculum.

Achievement and standards

Grade: 2

Pupils achieve well and standards are above average. Children make good progress and achieve well in the Foundation Stage, though progress is better in the Nursery than Reception. The goals set for children of this age are in the main met by the end of Reception and some children exceed them; but a significant group of children attain average standards in literacy and most of these are boys.

In Key Stage 1, most pupils make good progress and achieve well but some of the pupils in Year 1 working with Reception, mainly boys, make only satisfactory progress in literacy. This, in turn, impacts on results in Year 2, where although standards in mathematics are above average, standards in reading and writing are average.

Pupils make good progress throughout Key Stage 2. Above average standards are attained by Year 6 in English and science, and standards in mathematics are well above average. Challenging targets are set and met, and sometimes exceeded. In mathematics, following a focus on improving pupils' understanding of different methods of calculation, targets were exceeded. Gender differences are not ironed out, however, and inspection evidence confirms that standards could be higher for some of the boys in writing.

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Personal development and well-being

Grade: 2

Pupils' personal development is good. They feel confident in school and know that they are cared for well. Pupils say they enjoy coming to school and attendance is above average. Pupils have a good understanding of how to stay safe and have a healthy lifestyle. This is supported well by subjects such as science and health education. Their spiritual, moral, social and cultural development is good. Pupils show a good respect

for themselves and for others. Pupils in Year 6 identify confidence as the key factor in learning and getting ahead. A pupil who transferred to the school, for example, speaks excitedly of more rapid progress leading to much greater confidence. Pupils take very seriously their contribution to their school community through their role as school councillors or buddies and carry out these responsibilities well. Pupils' develop their cultural understanding effectively through good links with the local and wider community. Pupils' good personal development, attendance and achievement in basic skills ensure that they are well prepared for the next stage of their education and future employment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The Nursery provides very well for the children's needs and good, sometimes outstanding, teaching gives children a good start to school. The staff understand the needs of the children very well and take great pains to assess their learning in order to plan in detail for the next steps. Similar care goes into planning for teaching in Reception but fewer staff than in the Nursery reduces children's opportunities for discussion and learning.

In Years 1 to 6, teaching in mathematics is good; recent improvements in pupils' methods of learning have resulted in significantly higher standards. The strategy of organising pupils in Years 3 to 6 into classes according to their needs in reading comprehension and spelling works well and extends pupils' understanding of reading well across the curriculum. Teaching of writing is less secure. Although teachers generally plan well to meet pupils' needs, what they are expected to learn in writing lessons is not always clear. Marking does not always reward successes or track skills that are identified for improvement effectively enough. The mixed age-group classes generally provide good opportunities for teachers to challenge the more able or to support the less mature. Teaching in writing for the pupils in Year 1 working with Reception, however, results in satisfactory rather than good progress, largely due to lower expectations and too little time spent writing. Throughout the school, pupils with learning difficulties make good progress because they are taught well and their progress tracked effectively, with good advice provided by a specialist teacher.

Curriculum and other activities

Grade: 2

The curriculum is good. The clear focus on developing pupils' spoken English, literacy, and numeracy contribute well to their good achievement. In ICT, however, the school has only recently secured a computer suite and easy access to up-to-date equipment. Previously the school ensured that pupils' attainments in ICT were at least average by the end of Year 6 through intensive courses included within residential visits for Years 5 and 6 and through good links with a local high school. Planning for ICT across all

subjects is rightly identified by the school as a current focus for development, although research using the computer has improved well. Pupils enjoy learning French and also the good range of extra curricular opportunities. These cover a wide variety of activities including specialist musicians and visitors representing other cultures. Gifted pupils enjoy the opportunities to take part in specific 'challenge' events organised in partnership with other schools.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support. Safeguarding procedures are in place. The school makes essential checks on staff and has effective and well-established procedures for child protection, security and for eliminating possible risks. Individual guidance provided for pupils is generally effective. This helps pupils to make good progress but systems are more successful in mathematics than in literacy. Parents are helped to promote their children's learning through being given helpful information about targets and about individual plans for learning for those with learning difficulties. The school works well in partnership with other professionals and outside agencies to support pupils' well-being and learning. Pupils know there is always an adult to help, including the headteacher who is in close contact with pupils on a daily basis. As one pupil observed, 'She is so calm and easy to talk to.'

Leadership and management

Grade: 2

Leadership and management are good. The headteacher successfully sets high expectations for attainment and provision and standards have improved over the last two years. Good self-evaluation systems are in place, which dovetail information well into the school's improvement plan and the performance management of staff. Clear assessment and tracking systems enable checks on pupils' progress and result in effective actions to promote good achievement. Staffing changes have restricted improvements in the Reception/Year 1 class. Governors are committed to the school and the local community and contribute effectively to the management of resources and the improvement of the school. The method established for checking their own contribution to the school is helpful in ensuring their good involvement. The recently established school forum enables staff, governors, parents and pupils to consider together the future development of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Warwick Bridge Primary School

Warwick Bridge

Carlisle

Cumbria

CA4 8RE

19 January 2007

Dear Pupils

Thank you for the friendly welcome you gave me in your school when I visited. You helped me to enjoy my visit and to find out all I needed to know about how well you learn.

Your school is good, your parents are right to be pleased with the way staff care for you and help you to make good progress. Standards are getting much better in numeracy and better in literacy, science and information and communication technology (ICT).

There are just a few things where you could get better.

- There is still more to be done to improve writing, especially for some of the boys, and I know you will try your best to work with your teachers to improve your work.
- In ICT, standards are high enough but I think that now you have your new computer suite, you need to have more opportunities to use the computers to help you to develop your skills across all subjects.

With my very best wishes to you for your future success and happiness!

Mrs Penny Parrish

Lead inspector

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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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

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

On the basis of the evidence collected on this inspection:

Warwick Beans is run by a management committee of governors from Warwick Bridge School. It opened in 2003 and operates from a purpose built Nursery unit in the grounds of the school. It is located in the village of Warwick Bridge, approximately six miles from Carlisle. A maximum of 16 children may attend the group at any one time. The group is open each weekday from 12.00 to 15.00 term time only. The children have access to a secure enclosed outdoor play area. There are currently 14 children aged from three to four years on roll. Warwick Beans are the Nursery children who have had a morning Nursery education session and wish to stay for the afternoon. The group provides sessional care for children and serves the village and surrounding rural areas. The manager works alongside a deputy with two lunch-time practitioners covering lunch periods. All of the staff hold appropriate early years qualifications. The group is a member of the Early Education (formally The British Association for Early Childhood Education) and holds an accreditation award with Quality Assurance.

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures and practices which meet children's physical, nutritional and health needs. They learn about healthy living and healthy eating through the everyday activities and routines promoted by the staff. Children help themselves to a rolling snack programme which is adopted in the setting. They wash their hands, find their name card and choose a piece of fruit available in the fruit bowl. They help themselves to kitchen roll and settle down to eat at the table. Children access a nourishing school meal at lunch time or eat their own packed lunch. Children enjoy the social occasion created at mealtimes as they sit together, fully supported by the staff who sit with them. All children's needs are met as they eat their lunch using appropriate utensils and plates. Learning opportunities and a high level of independence is encouraged. Children colour match knives, forks and spoons with their named place mat. They carry their lunch to the table and pour their own drinks of weakened juice, water or milk. Children help themselves to the fresh drinking water that is accessible to them at all times of the day. Children's individual dietary needs are catered for and staff are fully aware of any allergies or specific individual needs. Children enjoy different tastes of finger foods at afternoon snack. They enjoy the cheese dip with bread sticks and sticks of carrot and cucumber. Children's health and well-being is suitably promoted by staff who have an excellent understanding of the Nursery policies and procedures. Health and hygiene routines are meticulously followed in the preparation, handling and serving of food. Staff wear

aprons during meal times and the tables and work surfaces are hygienically cleaned before use. The exceptional adult support and guidance helps children gain an excellent understanding of basic hygiene practices and a real desire to become increasingly independent in their personal care. Children's toilets, wash basins, soap and paper dispensers are at their height and therefore aid independence as they wash and dry their own hands. Children clearly explain why it is important to wash hands as they do so. Children's health and welfare is promoted by staff taking appropriate steps to prevent the potential risk of infection by following the sick children's policy. Children enjoy an extensive range of physical activities. They explore, test and develop physical control in stimulating indoor and outdoor experiences. They climb, balance and develop a range of skills using outdoor playground equipment, which contributes to their good health and all-round development. Children play outdoors in the fresh air either on the grass or undercover on the paved area. They go for nature walks exploring the natural habitat within the school grounds. Children develop a positive attitude to exercise and benefit from a full range of indoor physical activities, such as music and movement and the use of apparatus and obstacle courses in the class room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and well-maintained environment. They benefit from the natural light filling the classroom from the large windows and patio door. The premises are colourful and inviting. Children's work is creatively displayed on numerous walls around the room. Staff provide a stimulating and interesting environment that allows children to play safely and move around freely. Children confidently and eagerly help themselves to an extensive range of age-appropriate resources. Staff ensure that all toys are regularly checked and removed if damaged. There is a range of natural materials accessible to young children that are safe and suitable for them to use. Children are kept safe and secure when playing inside and outdoors in the playground. Risks of accidental injury to children are minimised because daily visual checks and detailed risk assessments are in place. Staff check the environment is safe before each session starts. This means that children are able to move around safely, freely and independently. Policies and procedures are in place to ensure children's safety at all times. The attendance of children, staff and visitors is recorded and there are secure systems in place to protect children from persons not vetted. Children begin to understand how to keep themselves safe. They enjoy visits from 'people who help us', such as the police officer and the lollipop lady. Children talk about road safety and how it is dangerous to cross the road. They regularly take part in fire practices and they clearly explain what happens when the alarm rings and they have to leave the premises. The fire fighting equipment is in place and regularly checked, and the evacuation procedure is displayed. Inner doors are secure therefore children cannot leave the premises unsupervised and the enclosed play area is secured with locked gates. Children are supervised at all times and adult-child ratios effectively support this. Children are well protected by staff who have a good understanding of the child protection policies and procedures and give priority to children's welfare. Staff undertake additional relevant training and children are kept safe by the collection procedures in place. Policies and procedures are in line with current legislation and they are regularly reviewed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and contented and thoroughly enjoy their time spent at the Nursery. They achieve well because staff are highly skilled and use their exceptional understanding of early years guidance, such as the 'Curriculum guidance for the Foundation Stage', to provide high quality care and education. Children benefit from the good support

that they receive and the calm and sensitive approach to their care and learning. Initial developmental starting points are collated through observing the children in their home environment and information provided by parents. Progress books are studiously completed and distributed weekly to the family to encourage parental comments. They contain detailed information showing how each child is progressing and contains information about the topics they are undertaking. Staff use highly effective systems to observe, monitor and record children's achievements and to plan experiences that help plan their next steps in development and learning. A flexible approach to planning and the excellent balance between adult and child led activities allows children to learn at their own pace. Staff are perceptive to children's interests and use questions successfully to challenge children's thinking and language skills. Children watch in awe as a block of ice starts to melt in the tray. The staff build on the children's curiosity as the penguin starts to appear and question them. They are inquisitive: fascinated by how the ice melts and show wonder at the changes they observe. Children are enthusiastic and eager to participate in the activities provided. They are self-assured in their play. Children help themselves to the extensive range of resources available, which support their development and learning. Children are captivated and inspired by the extensive range of stimulating, related activities which support their learning across all areas. They use their imagination as they make pretend cakes from play dough. Children benefit from the close and caring relationships developed with their regular carers, therefore increasing a sense of trust and a strong sense of self. Children sit confidently beside a familiar adult to use the computer. Staff fully support children in their play. Children are busy, well-motivated and actively engaged throughout their time spent in the Nursery. They enjoy singing traditional and popular songs as they each play a musical instrument. They enjoy using a range of large and small construction toys; building train tracks and tall towers with large bricks. Children enjoy a wide range of outdoor activities. They enjoy the maths game; throwing the small rings onto the numbered shapes. Children develop physical skills using a range of climbing and balancing equipment. They ride on bikes and play ball games on the grass. Daily routines are flexible to meet the needs of the children. Staff know the children well and adapt activities to support children of different ages and ability. All children are encouraged to take part. Children relate well to each other and socialise well, building up excellent relationships with staff and other children. They begin to distinguish between right and wrong as they learn to take turns and share toys. Children begin to develop self-esteem through the constant praise received from adults. Children enjoy the interesting and stimulating activities provided and their concentration levels are maintained. They make choices and decisions in their play as they experience new ideas and acquire new skills. Extensive photographic evidence is in place showing children undertaking numerous activities and interesting topics and displays of children's artwork adorn every area of the Nursery. Children listen intently to stories both individually and in small groups and children's communication skills are extremely well supported through high quality adult-child interactions.

Helping children make a positive contribution

The provision is good.

Children's understanding of equality is promoted through the numerous activities that encourage equal play. They play harmoniously together as they share and take turns when playing games and when using tools to cut and roll out the play dough. Children are familiar with the routine. They help to tidy away the toys and get ready to wash their hands before snack and lunchtime. Children are well motivated in their play and are actively engaged throughout their time spent in the Nursery. They develop good relationships with each other as they sit together at circle time and share experiences. Children form good relationships with the staff who are on hand to help, praise and support them. Children's individual care needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they

explore their own and others' cultures and traditions. The children have extensive opportunities to learn about themselves, each other and the world around them. Through planned activities, staff encourage children's understanding of the world. Children enjoy looking at books about the North and South Pole and can describe the polar bear and penguins that live in each continent. Children enjoy outings to local places of interest like the 'Greek' restaurant and celebrate festivals such as Divali and Chinese New Year. An all inclusive environment is created and children have access to a good balance of toys and resources that promote positive images and diversity. Children's behaviour is good. They respond well to staff's consistent positive strategies. Children's faces beam with delight as they are praised by staff throughout the day. Children become aware of their own needs and the needs of others. They play harmoniously alongside each other and understand how to share and take turns. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the Nursery resources and each other. Behaviour incidents or concerns are recorded and confidentiality is maintained. Children are welcomed and settle easily into the Nursery. They are fully supported by the induction arrangements agreed with their parents and through the excellent partnership seen between parents and staff. Children's individual care needs are discussed and recorded during initial home visits. Parents and children are made extremely welcome and praise the pleasantness and friendliness of the staff caring for their children. The excellent quality of the care for children is valued by parents as they indicate that their children are eager to attend and enjoy the activities provided. Children's experiences at the Nursery are shared with their parents in good detail at the daily handovers. Individual record books are completed for each child and parents are encouraged to make detailed comments. A wealth of information is available for parents, which is displayed on notice boards in the reception area and within regular newsletters. Staff ensure that all parents know how their children are progressing and developing. Parents become involved in their child's learning through the home school links encouraged, such as reading library books and completing specific tasks at home. Once completed, these are placed in 'treasure bags' which are brought back into Nursery by children to discuss at circle time and display in the Nursery. Documentation is maintained and written parental consent is obtained for outings and for emergency medical treatment or advice.

Organisation

The organisation is good.

Children's care is enhanced by the good quality of organisation and the high quality of care from well qualified and highly experienced practitioners. Children are well cared for by adults who have a clear sense of purpose and a commitment to continual improvement. The robust recruitment and vetting procedures ensure children are well protected and cared for by staff with an excellent knowledge and understanding of child development. The induction procedure ensures that the Nursery policies and procedures are applied. Staff meetings and appraisals are completed. Individual training needs are recognised and continual training and development encouraged. Staff hold early years qualifications and a current first aid certificate. Staff work extremely well together as a team and all are clear about their roles and responsibilities. They regularly reflect, monitor and improve the quality of care as part of an accredited Quality Assurance Scheme. The premises are well organised. Indoor space is effectively laid out to maximise play opportunities. The environment is stimulating and interesting and is organised to maximise choice, independence and decision making. The natural learning environment encourages children to investigate and explore through their senses. Children access text labels to recognise what is in the containers and drawers, and resources are made fully accessible and available to the children at all times. Documentation and record keeping that ensures the efficient and safe management of the provision, and contributes to the health, safety and

well-being of children is in place. The registration certificate is displayed and a wealth of information is available for parents. An established complaints procedure is in place and displayed for parents, however, a system for recording any complaints is not established. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to improve children's safety and improve record keeping. Since the last inspection regular the emergency evacuation procedure has been practiced regularly with the children and the children are clear on what to do in an emergency situation. Documentation and record keeping has improved by the provider ensuring parental signatures are meticulously obtained when a child has an accident on the premises.

Complaints about the childcare provision

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

On the basis of the evidence collected on this inspection:

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):

- establish a system to record any complaints.