

INVESTORS IN PEOPLE

Organisation Improvement Framework

Review Report

Commercial in Confidence



The Butterworth Child & Family Education Team Bury, Lancashire

UNDERTAKEN BY
Sue Holt and Bill Twiss

On behalf of Investors in People North West Ltd.

LAST DAY ON SITE
18th February 2010



Contents	Page
Introduction	2
Outcome	2
Objectives	2
Executive Summary	4
Findings	7
Evidence Assessed Matrix	14
Continuous Improvement Plan	15
Conclusion	16

Introduction

Little Holcombe Nursery was recognised as an Investor in People in 2006. This is its first review. The business comprises another nursery, "Tower View", which is included in this review as part of the **Butterworth Family Childcare and Education Team**.

Since the initial assessment, both nurseries have had very positive reports from the Office for Standards in Education, achieving overall judgements of Outstanding, with no recommendations for improvement. The business employs 24 people across both sites. During one day on site, 15 people were interviewed individually. This is within the Investors in People guidance.

The business has opted for a review against the entire New Choices framework, the outcomes of which will indicate their status of Bronze, Silver or Gold, depending on the number of evidence requirements met.

Outcome

Having carried out the assessment process in accordance with the guidelines provided for assessors by Investors In People UK, the Assessor was satisfied beyond any doubt that **Butterworth Family Childcare and Education Team** continues to meet the requirements of the Investors in People Standard. On behalf of Investors in People North West the Assessor would like to congratulate **Butterworth Family Childcare and Education Team** on this achievement.

Gold Award

The assessor also confirms that **Butterworth Family Childcare and Education Team** has met **189** evidence requirements and this equates to a **Gold** award requiring at least 165 evidence requirements. The Assessor recommends to the Moderation Board that **Butterworth Family Childcare and Education Team** is confirmed as having achieved this award. On behalf of Investors in People North West the assessor would like to congratulate **Butterworth Family Childcare and Education Team** on this additional achievement.

Objectives

Objectives agreed for this review are:

- To confirm that the business continues to meet the Investors in People Standard.
- To offer feedback on the entire New Choices Framework, including the level achieved.
- To offer feedback around objectives from the continuous improvement plan.
 - Continue to develop staff's knowledge with relevant and up to date training and to explore the possibilities of even higher quality training opportunities.
 - Change planning systems as and when necessary.
 - Develop the Maths area to encourage the children's growing interests.
 - Implement Communication Language and Literacy Development Letters and Sounds Programme and provide training for all staff.

- Continue to develop and monitor our already very effective planning, teaching and assessment systems.

As agreed with the client, the report is written under these objectives.

Executive Summary

Strengths.

Strategy

The business has clear plans and priorities, all centred around providing the very best care and educational experiences for children. People contribute to planning at all levels. The open and inclusive culture gives them the confidence to put forward ideas and suggestions. The business has clear values that run through all its actions. Stakeholders are fully involved in moving the provision forward. Parents are consulted in many different ways and staff input is greatly encouraged. The business takes its responsibility to the community seriously and contributes to positive parenting through making resources available for use at home and sharing healthy recipes.

The business recognises that staff development is crucial to ensuring quality provision and substantial resources are allocated to support it. Investment in an Early Years Professional and a qualified teacher are good examples of the commitment to the professional development of staff. Learning and development is innovative and flexible, evidenced by the range of in-house and other opportunities on offer. Coaching and mentoring on the job are widely used to tailor development to individual needs. The culture is one of continuously striving to improve and learning opportunities are everyday occurrences.

Fairness, equality and recognition of people's differences are strengths of the culture. The recruitment process ensures that people are selected to fit in with the culture and values of the provision. Staff are involved in the crucial recruitment, decision making. Potential employees are given the opportunity to work with experienced colleagues and staff are asked for their views. The business is good at understanding people's individual needs, both personal and professional and there are some really good examples of flexibility and individual solutions around working patterns, learning needs and support for personal situations.

Leadership and Management

All those with management responsibilities have benefited from formal training. There are also some good examples of acting opportunities, which have enabled people to gain experience. Inspirational leadership is modelled from the top. The commitment to quality and high expectations runs through the whole management team and cascades to staff. Typical comments include: *"If I meet the Manager's expectations, I know I am doing a quality job as her standards are very high The managers have credibility because they offer practical help and don't expect us to do anything they will not do we are so well resourced, which is important in meeting expectations."* Managers are highly praised for the way they lead and manage staff. There is a culture of openness and trust that results in people feeling confident to ask for help when they need it, as well as suggesting changes and improvements. Managers give people the opportunity to make the most of their talents. Room preferences and a rapport with a particular age group are considered and people are able to make the most of their talents and progress their careers.

Recognition, involvement and empowerment

Reward and recognition features across the business. The owners and managers go above and beyond what is legally required in valuing and rewarding staff. Peer recognition in the form of “Champagne Moments”, quarterly incentives, one off awards of chocolates and flowers, celebration events and recognition ceremonies are some examples. Typical staff comments include: *“I feel so valued – I owe my career progression to our manager. I would not be where I am today if it wasn’t for her.”*

People feel that they are involved in the life and progress of the nurseries and empowered to make a difference. At every level, people contribute to plans, put forward ideas and implement changes. A good example is the Nursery Chef making the decision to change from purchasing meat on-line, to using a local, quality butcher in order to further enhance the high quality meals. Within teams, people take responsibility for weekly planning and are empowered to spontaneously change those plans to meet the needs of the children. *“If we notice that a child is particularly worried or upset about something, or if there is something exciting happening, such as the heavy snow, we can adapt and change what we are doing to reflect that we can always challenge decisions or ask to do things a different way and we are always listened to we are asked for our ideas and suggestions, for example on how to spend the outdoor grant money.”*

All those interviewed feel a sense of pride in working for the business. Achieving positive feedback from parents and gaining an Outstanding judgement from the Office for Standards in Education, give people a sense of pride and achievement. Comments such as: *“This is without doubt one of the best settings I have worked in I am proud to work here – the owners and managers are totally committed to quality our expectations are high and that gives us all a sense of pride.”*

Learning and Development

The business makes excellent use of its resources to ensure people gain the skills and knowledge necessary to deliver excellent care and education. Internal expertise is effectively shared through one to one coaching, in-house sessions and ongoing monitoring and feedback. People are able to access a range of development activities, covering all relevant topics. The business has supported degree level qualifications, focused development for the Special Needs Co-ordinator and the Early Years Professional qualification. It also has close links with the feeder Primary school, which ensures children are well-prepared for their next steps. People are able to pursue career progression and many have realised their potential through being supported and given opportunities. Learning and development successes are celebrated. There is an awards ceremony and certificates of achievement are displayed on the walls.

Evaluation and Continuous Improvement

Self-review and evaluation are important aspects of the business's approach to quality. Observations, measuring children's progress and continuously improving provision are always at the forefront of plans. Senior managers regularly meet to review progress and ensure all areas are performing well. Staff, parents and children feed into the evaluation process. Open evenings, feedback sheets and regular discussions make sure that parents are able to feed back their views and suggestions for potential improvements. Staff input their contributions to the Self Evaluation Form and at the individual level, staff complete Learning Journals to evidence the progress of each child.

The business recognises the benefits of investing in its staff. Quality provision, happy parents and children, high staff retention and loyalty and excellent external feedback are examples that are clearly linked to key performance indicators. The ethos and values permeate the business and result in loyal, committed staff who want to go the extra mile. The effort put in by the owners and managers have resulted in people feeling it is a great place to work that treats them as individuals and understands their personal and professional needs.

The nursery is applying for Nursery of the Year and a typical comment submitted by a parent in support of the application is:

"Having been a nursery owner and Managing Director in the past, I can honestly say that Little Holcombe Nursery is outstanding. The staff are friendly and caring, the environment and activities stimulating, the food enjoyable and original and the whole package is the best I have ever come across."

Areas For Development

The business has an excellent approach that fits really well within the Investors in People Framework. To further strengthen the already excellent practice in place, it could consider:

- As the business expands, it could consider how it might involve managers in defining the future capabilities needed to make sure it achieves its vision. **(indicator 4.9)**
- The appraisal system may offer the opportunity to discuss how people feel about their career direction and future aspirations and how their learning and development can support this. **(indicators 5.11, 5.18)**
- Building on the good work already in place, the business could extend its training on special needs and specific conditions to include all staff who would benefit. **(indicator 8.2)**
- Investors in People now offers the opportunity to be assessed and receive an award for business related health and well-being practices. Although we haven't specifically concentrated on this aspect, from our work in this review, it is clear that there are many elements of good practice in place.

The matrix on page 13, highlights the evidence requirements that the business meets, those that are met with development areas, and those that are not yet met.

Findings against the Objectives

Continue to develop staff's knowledge with relevant and up to date training and to explore the possibilities of even higher quality training opportunities.

The business works hard to ensure people's learning and development needs are met. Plans include relevant development activities for staff to enable them to keep abreast of developments in the sector, as well as contributing to excellent care for the children. Core values for the business cover:

- Inclusion
- Respect
- Individualised children-centred care
- Supporting staff and focusing on their happiness and well-being to ensure a positive environment for children
- Ensuring the nursery is always at the forefront of developments and innovative practice

The aims of the nursery teams focus strongly on providing a safe, secure environment and staff are highly trained in safeguarding, health and safety and food hygiene. The commitment to staff development stems from the top. The owners are passionate about providing high quality provision and retaining staff with the skills, enthusiasm and knowledge that are so important in supporting children through their stages of development. The nurseries go above and beyond what is required in training their staff and make opportunities available for people to attend conferences and updates, particularly around the developments in Early Years curriculum. A good example of this whole-hearted commitment is the employment of an Early Years Professional who is not counted in staff ratios but works alongside staff to support all areas of the curriculum by training them in situ and demonstrating / coaching staff on how to enrich experiences for children. Added to her role now is the responsibility for teaching the Early Years Foundation Stage to ensure a consistent approach across the nurseries. People at all levels feel that learning and development is their responsibility and are keen to seek and identify opportunities to learn. There is an open culture that encourages people to share good practice, ask for help and advice and celebrate successes.

The business is keen to ensure that staff training and development achieves successful outcomes for the children and ongoing monitoring, detailed planning and observation, help staff to use their new skills and knowledge to enrich learning. The team uses innovative and successful approaches to promote inclusion, including: providing a child-sized wheelchair and crutches so children can experience how it feels to be in a wheelchair, using ethnic dolls, some of which have special needs, to promote discussion about different cultures and understanding of how to meet those needs. Children are able to take the dolls home with a suitcase containing clothes, pyjamas, toothbrush and any aids they need. This innovative and forward thinking practice helps to facilitate discussions at home about different cultures and disabilities.

Social responsibility is integral to the ethos of the nursery team. The owners promote the well-being and development of children and are totally committed to providing excellent care. One of the statements in their Welcome Booklet is that *"Each child is special and deserves care which is safe, fun and promotes*

development.” The owners have used their experience of nursery and out of school care to develop provision that is excellent and meets a range of needs. Parents and children are seen as key stakeholders and are included in discussions. Parental views are regularly sought through feedback sheets, parents’ evenings and sharing of Learning Journeys. Children’s views are also sought. For example, when some chairs needed to be replaced, the nursery planned to purchase sofas. Discussions with the children revealed that they enjoy being able to carry the soft, squishy chairs to wherever they want to be, so the chairs were replaced accordingly. The Golden Thread running through all aspects of both nursery and out of school provision is that excellent care, nurturing and learning are delivered in a safe, warm and welcoming environment.

People are included in decision-making at every level. Good examples of this are in the opportunities staff have to contribute ideas for the purchasing of equipment through grants for outdoor play and additional technology. Staff in all areas are able to suggest items that would suit the age ranges of children they work with. People have contributed wholeheartedly, with innovative ideas, such as purchasing an electronic microscope that children would use through the computer.

The commitment to staff development is one aspect of the business’s recognition and value of staff. The owners understand that recruiting and retaining motivated staff that fit with the culture of the business, is crucial in maintaining standards. They recognised that mixing younger and more mature staff provides enrichment and stability for the children. Staff are also able to work in the age group they prefer and are able to remain there, rather than moving round rooms. This constantly delivers the best outcomes for children. The owners believe that by modelling nurturing behaviours to staff, this ethos will replicate towards the children and it does.

Value and recognition strategies are unusually generous for the sector and in setting up their incentive scheme the management team researched the top 100 best employers to identify best practice. Strategies include:

- Gift voucher for Employee of the Month.
- Resources for Room of the Month.
- Appreciation Award – a quarterly incentive; a £350 “mini-break.”
- Champagne Moments – a member of staff can give any other member of staff a bottle of wine or chocolates, which can be given out at any time to any other member of staff that “*goes the extra mile.*”
- All expenses paid Christmas parties.
- Awards ceremonies (including Oscars with red carpet, limousines and professional compere).

There are some good, individual examples of support, value and recognition. For example, organising counselling, paying for an immediate 3D scan for a pregnant member of staff so that she wouldn’t have to wait and worry over a weekend, paying for taxis for staff hospital appointments and organising for staff cleaning and ironing to be done.

Recruitment processes contribute to the successful outcomes achieved by the business and, although costly, the owners feel that their approach has resulted in

successful appointments and staff that are loyal, committed and motivated to continuously improve the provision.

The business has robust and detailed monitoring, assessment and evaluation processes in place that are integrated into everyday activities. Continuous improvement is a constant focus that is built into the day to day practices. Recent improvements, both in the curriculum and care, and as a result of staff development include:

- Implementing a PLOD (Possible Lines of Development) wall.
- Making the Reading Corner in Tweenies and Preschool more cosy so children can rest if they want to.
- Purchase of a mini-bus to take the curriculum “*on the move*” – on trips and into the community.
- Installing an inter-active whiteboard that is placed at a convenient height for wheelchair users, with easy to use buttons and a large screen to make it accessible for children with visual impairment or motor difficulties.
- Structuring the “*Homework Suite*” so that children can complete their homework in a quiet, educational environment.
- Introducing a shared resources file so that staff learning can be disseminated.
- Consulting with and taking advice from national experts, through networking at a national conference.
- Using Good and Outstanding reports about other settings, from the Office for Standards in Education to benchmark against and learn from.
- Developing partnership working with schools and other professionals, such as speech and language therapists, physiotherapists, occupational therapists, portage and social workers.

Change planning systems as and when necessary.

The business fully embraces a culture of empowerment and trust. People at all levels can and do influence change and improvement. Parents and children are included in this culture, which results in vibrant and welcoming provision, where people feel fulfilled and trusted to make a difference. The implementation of the Early Years Foundation Stage has further supported this culture and resulted in people feeling confident to spontaneously change plans, to reflect the interests and observations of children, their preferences, likes and dislikes. For example, if parents complete a “This is Your Life” form that highlights a big change at home, such as moving house or a new baby, staff will incorporate that into their planning and topic work to ensure the child feels comfortable and prepared for what is going to happen. When exciting events happen, such as the recent heavy snow, staff change plans to enable children to learn through play related to the event, which engages and enthuses them, and gives them some control over their learning. This approach is used throughout the nurseries, including the baby rooms.

The flexible approach gives people opportunities to make the most of their talents and there are some really good examples of staff using technology, creativity and excellent communication skills to ensure that children are able to learn in ways that they enjoy. For some people, it has been difficult to move to this more open and child-centred form of planning. Coaching from the Nursery Mentor has helped

them to feel more comfortable and confident. On the job training and support from the Early Years Professional results in a consistent approach and a good understanding of how to focus learning around things the children enjoy. In the kitchen too, the Chef has total control and flexibility for planning, ordering, preparing and cooking nutritious meals, including special diets for children with specific dietary needs. The success of her recipes and numerous requests from parents have resulted in the compilation of a recipe book, which is to be sold to raise funds for charity.

People feel that the management structure and the development of specialist roles, such as the Mentor and Early Years Professional, have improved the strength and breadth of management support. All those interviewed feel that the support, respect and encouragement they receive from the management team are outstanding. Comments such as *"I wouldn't be where I am today if it wasn't for the belief and support of the manager the owners and managers are superb role models We aspire to be as good as her Because their standards are so high, we all aim higher all the time"*, are commonplace.

The Office For Standards in Education commented very positively on the impact of the new methods of planning, reinforcing the success of focusing very closely on the needs and preferences of the children.

Develop the Maths area to encourage the children's growing interests, implement Communication, Language, Literacy Development, Letters and Sounds Programme and provide training for all staff.

The nurseries work cohesively to provide a holistic approach embracing the care, personal and social development and Early Years education of the children. These values run through everything that it does. They are reflected strongly in helping the children progress and in preparing them for the next stages of their education. To this end, development of Communication Language and Literacy skills, especially in recognising letter and sound, is essential. Stakeholder involvement in this is strong and there are excellent examples of continuous improvement actions as a result of close partnerships with the parents, their children, staff and schools. The approach to developing mathematical skills has improved as a result of investing in more stimulating resources and organising room layouts so that children are excited by, and interested in, them. These ideas have made a difference and encouraged the children to learn about numbers between one and ten. Similar approaches implement ideas for helping the children develop skills in recognising sounds and letters and even being able to write their names. This progress delights parents and they often provide the staff with praise and recognition for this and the care aspects of their work. Throughout everything that the nurseries do, there is a strong culture of attention to detail as part of the overall and forward- looking continuous improvement strategy. As one member of staff put it *"It's by looking at the detail that we know how to improve and meet each child's needs – that's how we will stay an outstanding nursery."*

Leadership quality is demonstrated well in the curriculum. The themes, values and ethos of high expectation, quality and continuous improvement run through management behaviours. The approach to implementing the Early Years Foundation Stage of Learning gives a strong illustration of this. Senior leaders,

nursery managers and the professional practitioner embrace the opportunity that it presents. They learn about the stage, cascade knowledge and empower people to develop ideas and use the flexibility it offers to be more spontaneous in planning and individualising learning. The Early Years Professional, who achieved this qualification and status through her own commitment and with the support of the owners, provides advice, coaching and mentoring to staff. The coaching and mentoring culture is further reflected in induction and support for people who move to develop into new or different roles. As a result of high quality leadership, no-one doubts the importance of providing excellent care and strong personal and social development. Staff and parents know that this provides the right climate for learning and contributes greatly to the *“big job we have to do with speaking and listening skills.”* Seeing the value of learning about this stage, the nurseries are now supporting three people to gain their Early Years Professional Qualification and are looking to innovate by providing opportunities through conferences and the nationally acclaimed Early Years Centre.

The nurseries are fully embracing the introduction and implementation of the Early Years Foundation Stage of Learning. People see this as an exciting development and the nurseries see it as offering great potential now and for the future. Structure and flexibility are blended together to make the most of opportunities for planning and individualising learning. Planning by observation and using this to develop weekly plans involves everyone and their teams. It enables room leaders and their staff to focus actions clearly on where the children most need it and can, for example, lead to using resources such as the problem solving and reasoning or the mark making tables to improve numeracy and literacy skills.

People confirm that the owners, leaders and managers set very high expectations. This is one of the factors that motivates and inspires people, along with the wide range of externally researched and benchmarked reward and recognition strategies. As a result of these approaches people are committed, clearly understand how they contribute to and positively influence the nurseries. There are elements of corporate social responsibility running through the nurseries' activities. It is a model employer that goes well beyond legal requirements and compares favourably with similar settings. Most importantly stakeholders see the work that the nurseries do in literacy, numeracy and personal development as an essential part of encouraging learning which can set the scene for progression and achievement throughout life. As a development, and through partnership, the nurseries are developing their ideas for helping the youngsters progress to primary school. A good example of this is in developing an album which gives the children a visual impression of what learning at primary school will be like.

Managers value review and evaluation as powerful tools for driving continuous improvement. The owners and managers are committed to investing in people and take great care to ensure they recruit people who subscribe to a culture of everyday and continuous learning. Through evaluation and the use of key performance indicators, managers identify impact and improvement. The nurseries knows that:

- Children progress well as evidenced by the Learning Journey.
- Co-ordination of Special Education Needs is stronger.

- Some locally offered development is not challenging and stimulating enough and that other means are more suitable.
- Level 2 and 3 learning is valued and successful in motivating people and engaging them in learning.
- Valuing people is a major factor in the nurseries' constantly high reputation.
- As there is great potential in the development of the Early Years Foundation Stage, developing people to Professional status.

Continue to develop and monitor our already very effective planning, teaching and assessment systems.

The nurseries both have excellent planning, assessment and monitoring systems. As a result people know exactly how well the children are progressing and developing. There is highly innovative practice in personalising learning to meet individual needs and to make very effective use of the investment in resources. In keeping with the nurseries values and ethos of continuous improvement, it sees great future potential even in an area that is already independently judged as outstanding. Comments from the inspection report include: *"planning is extremely thorough"* and *"All children are benefiting from the increased focus on their interests.....they are highly motivated and have some control over their learning."*

All people are very well trained in techniques for planning, assessment and monitoring. Induction makes the importance of planning and assessment clear and the nursery mentor can help new people develop their skills. Observations feature strongly as a key method of evaluation. Current development under the auspices of the local Early Years Partnership is helping. The nurseries leaders and managers recognised that this source, whilst historically useful, may not always offer the stretch and challenge needed. Some comments reflect this including: *"sometimes we know more than the trainer!"....."often useful and reassuring to know we are doing it better than others."* The business is moving ahead with innovative practice. A good example is in networking at a recent sector conference where the Senior Manager learned about some good practice from a nursery in Plymouth and brought this back into both settings.

People appreciate the flexibility that they have in planning. An empowering and engaging culture permeates throughout the nursery and rooms. People confirm that planning is live and dynamic and comments include: *"we are able to change quickly and if there is an opportunity to improve the way in which children play and learn, we just do it"....."we can adapt very quickly to interests and resources; we used the recent snow well as a resource for learning."....."We are well ahead of the game on individualised learning."....."Often we can use our observations to build on the children's counting skills."*

The nurseries promote a cohesive team spirit that values everyone's contribution and is inclusive. To make sure that all learn about matters that can impact on planning, assessment and monitoring, the nurseries offer learning during the working day, at evenings and twilights and on Saturdays. Where people have differing personal needs, it accommodates these through adapting working patterns or providing extra help and support.

People confirm that constant innovation runs throughout planning. Ideas are welcomed and for all those that are viable there is a *"just do it philosophy."* People also confirm that they can discuss and challenge ideas if they think there is a better way of doing things. A good example is in planning for the new outdoor learning facilities at the Tower View setting. Following the award of a grant, people, parents and the children are able to have their say on what they want and need. This is yet another example of a forward thinking approach. Although the nursery was judged by the Office for Standards in Education as outstanding, it realises the importance of learning through play and being at the forefront of innovative practice.

People make sure that the outcomes from assessment and monitoring inform the children's Learning Journey. This is a useful form of evaluation which shows learning progress and impact. It is valued by stakeholders, especially the parents.

Evidence Requirements assessed were as follows:

The Standard – Evidence Requirements										
ER	1	2	3	4	5	6	7	8	9	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓D	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	NM	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	NM	✓	✓	✓
9	✓	✓	✓	NM	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	NM	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓		✓	NM	✓	✓	✓	✓
15	✓	✓	✓		✓	✓	✓	✓		✓
16	✓	✓	✓		✓	✓	✓	✓		
17	✓	✓	✓		✓	✓	NM	✓		
18	✓		✓		NM	✓	✓	✓		
19	✓		✓		✓	✓	✓	✓		
20	✓		✓		✓			✓		
21	✓		✓		✓					
22	✓		✓		✓					
23	✓		✓		✓					
24	✓		✓		✓					
25	✓		✓		✓					
26			✓							
27			✓							
28			✓							
29			✓							

✓	Evidence Requirement Met		D	Met with Development Opportunity
X	Further Evidence Required			Evidence Requirement Not Assessed

Key:

CONTINUOUS IMPROVEMENT PLAN

Issues	Suggested Development Activity	Client Action	Assessor Support	liP Centre Support
Use liP Interactive as an interim way of keeping practice up to date.	This can be accessed by visiting www.investorsinpeople.co.uk	Yes	If needed	
Consider pursuing the newly introduced Health and Well-Being Good Practice award to receive feedback on related practices.	If the client wishes to pursue this the assessor will visit to discuss it in more detail.	Yes	Yes	Possibly
The Customer Service Excellence Award could recognise the good practice in place and the excellent involvement of stakeholders.	If the client wishes to pursue this the assessor will visit to discuss it in more detail and will pass the lead on to the Investors in People North West.	Yes	Yes	Possibly

Conclusion

Having conducted the review in accordance with Investors in People UK and Investors in People North West (Centre for Assessment & Recognition NW Ltd) guidelines, **Butterworth Family Childcare and Education Team** continues to meet the Investors in People Standard and meets **189** evidence requirements, which means it is working at **Gold** standard. The assessors thank all those who took part in the review for their contribution. It was a very pleasant and enjoyable process.

Susan Holt Investors in People Assessor

E mail: Susan.Holt@talktalk.net Mobile: 07854083957

Bill Twiss Investors in People Assessor

E mail WilliamTwiss12@aol.com Mobile: 07836684171