

Oak Tree Kindergarten Ltd (Lansdowne Road)

Inspection report for early years provision

Unique Reference Number	EY268826
Inspection date	21 March 2007
Inspector	Margaret Coyne
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Registered person	Oak Tree Kindergarten Ltd (Ashcroft Road)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Oak Tree Kindergarten opened in 2003 and operates from a large detached converted house in Luton, Bedfordshire. The group have access to four base rooms, a kitchen, utility areas, a laundry, staff room and toilets. All children have shared access to a secure, enclosed outside area. A maximum of 39 children may attend the nursery at any one time. The nursery is open each weekday from 8.00 to 18.00 for 50 weeks of the year.

There are currently 62 children aged from six months to under five years on roll. Of these, 26 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 15 staff. Of these, 12 staff, including the manager hold appropriate early years qualifications and three staff are working towards a degree level qualification. The nursery also employs a number of support staff such as a cook, cleaners and a gardener. The nursery receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

All aspects of children's health and well-being are given a very high priority at the nursery. They are protected by staff's understanding and implementation of policies and procedures designed to maintain health and promote healthy choices. Written consent from parents allows children to receive emergency medical care if required and to administer medication. Any minor accidents are dealt with by first aid trained staff; the details are recorded and signed by a parent or carer. Any child needing medication has the dose recorded and the entry signed. Medicines are safely stored away from children to further prevent accidents and maintain their good health. Parents understand that children must not attend if they are ill or infectious and if a child becomes poorly whilst at nursery they are kept comfortable until they can be collected.

Children understand and follow excellent basic hygiene and personal care routines. They are reminded with sensitive comments by staff and excellent role modelling to wash their hands after using the toilet and before meals. The secure routines instilled with the children demonstrate how the children have learnt to do this. They are able to take a tissue and dispose of it after use. If children need a change of clothes, for example, after a messy or wet activity, these are available and children are offered a discreet space in which to dress. Children in nappies or pull-ups are changed using hygienic procedures. Staff use discretion to preserve each child's dignity and self-esteem. The staff are happy to work closely with parents during their child's toilet training period, offering support and continuity between home and the nursery environment. The windows are opened regularly to ensure children get fresh air when playing indoors and have times throughout the day when they access the outdoor area. A 'no shoe' policy is adhered to in the baby room which again helps prevent infections and keeps the area clean for less mobile children.

The children's mealtimes are enriched because the food on offer is exceedingly well planned and prepared by the cook. This is managed on a four week rolling program and is regularly assessed to ensure it meets the children's dietary needs and that they continue to enjoy their meals. Some children arrive for breakfast and enjoy cereals and drinks. Lunch is taken in separate rooms and the children have a superior choice of meals each day. This consists of freshly cooked food across the five food groups and is well presented to encourage children to eat well. Children are seen to be enjoying their meals while taking part in interesting conversations about which foods are good for us. These conversations continue into the children's role play while preparing 'meals' in the home corner; they talk about their favourite foods such as chicken curries and cheesy pizza's. At teatime children again enjoy their meal with baked potatoes and tuna followed by fresh fruit. Healthy eating habits and good table manners are encouraged and reinforced by example because staff sit with the children. Children's dietary needs are well known to staff who ensure that they are not given, or exposed to, any unsuitable foods. The group have regularly received the Healthy Eating award for under fives and vigorously monitor their menus.

Children benefit from spending time in the open air as the outdoors is used continually except in the most extreme weathers. Consequently, they have fresh air and space to move and run freely, aiding their body awareness and physical development. The range of resources and equipment available makes imaginative use of both commercial and natural materials, so that children have challenging and fun opportunities to engage with their environment and explore the possibilities of the activities set up. They enjoy riding bikes and scooters often using the road way markings and competently climb, crawl and balance on the equipment. Children

develop their own ball games as they dribble, kick and throw balls with each other. A group have fun building a tower of large blocks and thoroughly enjoy knocking it down again. Some children engage in imaginative play as they use the outdoor kitchen to prepare meals while some examine and explore the plastic insects, burying them in the herb garden. The staff team have attended additional training for 'Top Start' and 'Action Kids' to further enhance the children's physical capabilities and provide them with extensive opportunities to use and extend their physical skills. Staff are proactive when outside with the children interactive with their games and activities.

Indoors, children's finer skills are further developed with an excellent range of manipulative toys and equipment. They use a wide range of tools and mark making equipment for craft and in constructive play. They have fun while using the computer learning mouse control and are extremely adept at 'dressing the lady' while they manoeuvre the clothes around the screen. The home corner is equipped with domestic style pots, pans and cooking equipment, and sand and water play allows children to pour and fill containers. They carefully weigh and balance the oats in the scales and use brushes to sweep up the spillages. At snacktime they adeptly pour water into their cups, learning to judge quantities, stopping when the cup is full.

Younger children's mobility is greatly enhanced due to the staffs attention to low-level equipment to assist growing mobility. Children have opportunity to explore their environment because it is safe, bright and with colourful resources to reach for. Their emotional well-being is given high priority due to the sensitive and consistent staff who know the children well, interpret their needs and prevent them becoming frustrated. Younger children's individual sleep and eating patterns are observed by staff through the secure partnership with parents to help children follow a similar routine to the one they have at home.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely safe and secure environment. All staff carry out risk assessments before and during each session, making sure the indoor and outside areas are safe and free from hazards before children begin to use them. An external organisation also contributes to the groups system for risk assessment which further supports the nurseries commitment to both children's and staffs safety. The use of safety gates and low-level barriers prevents children falling on the stairs and separates younger children who are less mobile. Fire drills are carried out regularly so that children can respond well when they hear the signal to evacuate the building. An emergency evacuation cot is in place and used when practising evacuation procedures. The children learn about keeping themselves safe through interesting topics and by the meaningful and purposeful boundaries which are in place. Older children manage the stairs efficiently holding on to the rails and going in single file. They pick toys off the floor and help sweep up sand which has been spilt to prevent tripping and slipping. Access to the setting is controlled by staff who monitor the door at arrival and pick up times. All staff, visitors and children's presence is recorded, so there is a record of who is on the premises at any given time. Whilst children play outside they are kept secure by double gates with inaccessible closures and high, secure fencing all around.

The children's playrooms are bright, cheerful and homely areas where they can move freely around the exceptional well-organised rooms. The rooms are heated by radiators and ventilation is achieved by opening windows as necessary, maintaining an ambient temperature and giving children fresh air. The rooms have a combination of natural and artificial lighting, so children can be comfortable when playing and working. The sleep room adjacent to the baby room

provides younger children with a quiet area so they can have undisturbed, quality sleep times. The walls around the nursery including the entrance halls and passage ways, are made stimulating and colourful with children's work, displayed to reflect their interests, topics and planned activities. This combines with an extensive array of information for parents including information about staff, weekly menus and the planning for the Foundation Stage and the 'Birth to three matters' framework. The nursery is fortunate to have a separate kitchen which is exceedingly well maintained by the cook and ensures children's meals are prepared in a safe and hygienic environment.

Staff and the management team give much thought into improving the outcomes for children by the excellent layout of the rooms and the provision of activities many of which children can select for themselves. This has ensured that they have created a stimulating and exciting environment for children of all ages across the nursery. The chairs and tables are of appropriate height and are of a robust design. Outside, the garden has been completely redeveloped to provide children with a wonderful area to explore nature first hand, gain daily fresh air and have opportunity to use their physical skills in a variety of ways. Low seating has been installed to provide children with places to sit if they don't feel like being active. The children have opportunity to explore their local environment with trips and short walks around the area, visiting the park and local shops such as the post office and bakers. A excellent outings policy is adhered to and trips are risk assessed before they go to ensure children's ongoing safety. Indoors, low-level coat pegs and shoe tidy boxes mean that children have space for their belongings and can access these throughout the day as needed. For example, getting out spare clothes or aprons. Their personal care is promoted by the low-level toilets and wash basins, and hot air hand dryers have been installed to help prevent the spread of infection.

Children's safety and well-being is of the highest priority at the nursery. Staff are aware of, and act upon, the guidance from the Local Safeguarding Children's Board. The child protection policy is available to parents and reflects the group's approach to dealing with any concerns. All incidents are logged and the details held confidentially. Parents are advised of the nursery's responsibilities and procedures before a child is admitted. All staff are inducted into the child protection procedures when they start at the nursery and are aware of the procedures the nursery will take in the event of any allegations made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, contented and secure throughout the nursery. They confidently access the stimulating and challenging range of activities and are forming worthwhile and enthusiastic relationships with staff and other children. Their enjoyment and achievements are promoted by the provision of an excellent integrated programme of care and education. Children under three benefit from an exciting range of activities informed by the 'Birth to three matters' framework. This is backed up with inspiring care routines and interaction of staff. Children aged three and above follow the Foundation Stage which provides them with the tools and experiences to help them learn. Staff are aware of the differing needs of children at varying ages and stages of development, and take these factors into account, as well as any additional needs or language needs. This is incorporated into the extensive, purposeful and innovative planning of activities and routines.

Younger children have the same opportunities to become involved in activities at their own level; staff adjust their expectations accordingly but are alert for spontaneous learning opportunities. For example, staff provide a sand tray with soft sand and an array of colourful

plastic insects. The children examine these with magnifying glasses and share the fun with other children. Another group of younger children enjoy a variety of messy play, one group in the water tray as they 'catch' the water flowing through a funnel and squirting through a syringe, they splash the water and show great delight as they get wet. Children are making artistic Easter eggs and have fun learning to spread glue, sprinkle glitter and stick on feathers. Even more fun is when their hands become covered in glue, glitter and feathers as they explore how they feel and try to take them off. All children are encouraged to be independent and make choices based on their interests and developing their natural curiosity as learners, whether in the playrooms or outside in the garden area. Younger children have a dedicated fenced off area in the garden to enjoy outdoor play safely. Staff observe and record the children's achievements to form a personal development profile which is an extensive document providing parents with a purposeful record of their children's development and enjoyment while at nursery.

The high level of interaction makes the play experiences fun and exciting for all children and staff are extremely skilled when giving children of all ages and abilities opportunity to lead or take over an activity. A successful balance has been created between adult-led and child-initiated play with adults seizing 'teachable moments' at every conceivable opportunity. For example, when children are threading beads on laces they talk to the adults about the colours and count the beads. The direction of staff is animated and motivated as they enjoy their time with the children. This has an immense impact on the children's belief in their own abilities and their sense of security, confidence and achievements. The children's comforters are recognised as important because they help children as they move from home to a new setting. Staff value comforters and understand how they meet children's emotional needs.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an extremely sound knowledge and understanding of all aspects of the Foundation Stage based upon how children learn. They plan and deliver a range of exciting and challenging activities and learning opportunities based on the stepping stones of the early learning goals. This enables children to make excellent progress.

There is a basis of core activities, available at all times and frequently varied to prevent over familiarity and boredom. From this foundation, challenging, planned, focused activities are provided for children to extend their skills, knowledge and understanding of all aspects of the world around them. These activities are assessed and evaluated to ensure that the learning intentions are achieved. The planning is shared by all staff in the setting and draws on a wide range of sources for inspiration and ideas. These include tried and tested favourites as well as new ideas linked to cultural celebrations, seasonal activities and sensory and creative opportunities. The planning is extensive and gives equal emphasis to all areas of learning. The plans include an indication of when they plan to teach aspects of learning, an indication of how regularly and frequently they plan to teach areas of learning, and an indication of how links will be made between topics in a relevant and interesting way. They show how activities will provide a meaningful context and enhance learning and how they link into other areas and aspects of the early learning goals. This is covered securely and is backed up with medium and short term plans. A clear evaluation of the activities help staff recognise when it has worked well or if it needs adjustment for future development. Staff are enthusiastic about the delivery of the educational programme which impacts on the children's enjoyment and learning.

Children's development and achievements are recorded in the form of a well presented personal development record. These contains photographs, samples of work and comments and

observations from staff, all dated for reference. Alongside this is the stepping stones record, showing the stage of development and indicating the next stages of learning. Each child's development record starts with information from home about their starting points and children's development is then tracked with observations from staff. For children who move through the nursery from baby room to pre-school their records follow them through for example with the 'Birth to three matters' observational comments. All development records are used as an ongoing working document, frequently updated and available to share with parents and carers at any time with space for comments and feedback from parents. From there key workers can plan the next stages of learning for individual children.

Children's behaviour is of a very high standard. They are secure in the environment and respond to consistent management by staff. This enables them to maximise their learning potential whilst at the setting, as they feel secure and are therefore confident to explore, investigate and try new things. They are able to learn to manage and control their behaviour through the excellent explanations provided by staff. Children listen well, sit attentively and respond at registration time to their name while also joining in with discussions about personal events. Children's independence skills are greatly advanced as they manage their own needs effectively, select toys and activities and take care of their personal hygiene. They ask questions and make their feelings known, seeking help when needed. They can negotiate over the sharing of resources and attention from staff.

Children are developing their competencies extremely well across the four aspects of communication, speaking listening, reading and writing. Their play is enhanced as staff join in and introduce appropriate vocabulary, for example in role play, they discuss how ice is made and how it sinks to the bottom of the glass. At the sand tray staff encourage children to use comparative language such as full and empty. They have excellent, wide ranging opportunities to make marks using a variety of media. Indoors, they take every opportunity to write and make marks, as they use these skills in role play situations, while playing at the mark making table, writing in their work books with copy writing and tracing and using other mediums such as soft sand. They use books for information and pleasure. For example, by making themselves comfortable in the book corner or when looking up information in the garden about mini beasts.

Children's awareness of mathematical concepts such as number, shape and space is developed through day-to-day routines and core provision such as sand and water play. They begin to see connections and relationships in numbers, shapes and measures. They match and sort and are using mathematical language such as more than and less than to help them to solve problems across a wide range of practical activities such as rhymes, weighing and measuring and in their imaginative play. For example, as they weigh oats on the balancing scales children learn how much more to add to make them weigh the same. They begin to use number in a meaningful context and understand that numbers represent sets of objects. For example, as they count the bags they fill when going on an imaginative 'trip'.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. They gain an understanding of different world cultures through stories and songs, and with costumes and artefacts provided in the role play areas and brought in from home to share. Festivals and cultural events are celebrated throughout the calendar year and children think about the differences and similarities of lifestyle and culture with other children from around the world. Children have recently shared in a topic about the Chinese New Year, sampling different food from this region. They have

access to a range of play technology items in the nursery, such as a till and telephones. They use a computer to promote learning in all areas, competently accessing different learning programmes to enhance their knowledge and understanding.

Creative opportunities include a well resourced free access craft table. Children can select materials for their artwork, and spend time making a picture, or joining in with a group collage. They can choose from a variety of tools such as paint pens, pencils, glue and glitter to produce something that is all their own work. This may be displayed or can be taken home as the child wishes. They also have structured activities in line with a theme and have fun making Easter egg cards drawing around a template and cutting, painting and decorating their own eggs with their own designs. Music and singing play a part in the weekly activities as children play with different instruments, learning how sound is made and exploring sound and rhythm. Children enjoy small world play with figures, animals and vehicles, garage and road mat. They develop sustained imaginative scenarios in the home corner, getting into character and exploring roles and relationships through play. For example, a group of children discuss what they are going to cook for dinner while others pack their bags for a holiday to Disney Land. Staff are aware of the learning potential of imaginative and role play and actively engage with the children, without dominating the play.

Helping children make a positive contribution

The provision is outstanding.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter, Chinese New Year, Eid and Diwali. Staff reflect the wide cultural diversity of the nursery and community and are able to enrich the experiences for the children of all backgrounds. Children are encouraged to share items from home such as artefacts, national dress and food to share their cultures and customs with their friends at nursery. Staff have outstanding, positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. All children are valued and respected as individuals and all their needs are well documented and implemented. Children thrive in their environment where they are engaged and nurtured free from any type of stereotyping. Children's spiritual, moral, social and cultural development is fostered.

Extensive information is gained from parents at the outset of each child's care to enable staff to tailor care and education to reflect the children's needs and interests and to help them settle. Individual dietary and health needs are made known to staff so that appropriate care may be given, for example, any allergies are handled sensitively without making the child embarrassed or feel singled out. Children attending at present with a special need are included in all activities and happily take part with great confidence and sense of well-being. Excellent systems are in place to allow children to develop high self-esteem and build their confidence. This is evident in even the youngest children attending, who are seen to be independent in self-care and able to express their wishes and ask for help when needed. Children's attitudes to learning are very positive, they eagerly attempt activities and move confidently around the nursery environment. They are open and friendly, chatting comfortably to their peers and the adults around them about home, family, holidays and special times. The nursery ethos strongly values every child. This is accomplished with the high level of praise for their achievements and attempts to succeed with the hands on approach with cuddles, soft touch and kind words. A visual picture book of the activities helps children who find it hard to make decisions about what they would like to do, and is effective in helping them stay focused as they select activities from it. Staff are able

to develop individual learning programmes with realistic targets; by working closely with parents and outside professionals. Their achievements are always celebrated and shared with parents.

Children behave extremely well. They understand the boundaries and codes of conduct while learning to control and manage their own behaviour. Any incidents of challenging behaviour are dealt with calmly and firmly; with staff taking the time to give reasonable explanations to the children helping them to learn right from wrong and to show respect for those around them. Staff discuss behaviour management and strategies at their staff meetings, and do their best to create and maintain a harmonious and peaceful atmosphere where everyone can work and play together. Children are occupied and engaged in worthwhile activities which contributes to the splendid behaviour exhibited throughout the nursery. Children share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and being kind to our friends. Staff are caring role models for the children, creating a calm, positive, fun and interesting environment in which they thrive. Staff have high expectations for all children and are consistent in their behaviour management. A reward system is used by the nursery where each child can receive an abundance of praise along with stickers, stars and certificates. This helps them develop their confidence to succeed and their self-esteem is enhanced.

The partnership with parents and carers is outstanding. This has been developed and contributes significantly to the children's sense of belonging, security and well-being. Parents play an active role in their child's care and a two way sharing of information is encouraged with the use of daily hand over sheets and verbal discussions with key staff. Parents are invited to regular open days and events and an extremely proactive parents association is in place to organise social fundraising events for parents throughout the year. Parents are also invited to attend twice yearly consultation evenings for a more formal exchange of information about their child's progress and achievements. As a result children feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

Staff are extremely approachable and friendly, helping parents feel secure and at ease, confident with the care provided for their child. Parents have been informed about the 'Birth to three matters' framework and how the nursery implements this. Information about the Foundation Stage and curriculum is available to them so they gain an understanding how their child will make progress and how they can help to support this at home. The plans for both 'Birth to three matters' and the Foundation Stage are well displayed outside each room so parents can clearly see what activities their children are involved in.

In addition to the above, parents are kept well informed of events and activities at the nursery. This includes regular, chatty newsletters, full of seasonal information and reminders, details of topics and activities that the children will be following, and news of any staff or other changes which may affect their child's education. Parents are invited to contribute any comments to their child's development records to work in a positive manner with staff for their child's care and education. Parental questionnaires are used to gain valuable feedback from parents to enable them to have their say about what they think works well, as well as make any suggestions for improvement. An extensive range of literature for parents is displayed in various locations and is easily accessible, offering useful and interesting information regarding the care, education and welfare of their child.

Organisation

The organisation is outstanding.

The leadership and management is outstanding. Children's care is greatly enhanced by the superb quality of organisation throughout the nursery. This benefits the children as they move through the nursery from baby room to pre-school. The nursery manager works closely with the management team and continually enhances her knowledge with extensive training while ensuring staff can access both external and in-house training courses. The management team are responsible for all aspects of the nursery including staff supervision and employment, ratios and deployment and the operational plan. All staff demonstrate a considerable knowledge of the National Standards and persistently apply these throughout all aspects of the care they provide for the children. This knowledge is consistently supported by the way the staff are using the 'Birth to three matters' framework and the Foundation Stage curriculum. High regard for the well-being of the children, their group sizes, adult support and well planned activities, contribute to children's welfare, enjoyment and achievements.

The management team, room leaders and staff work extremely well together and have built a positive, motivated, and dedicated staff team. The organisation and deployment of staff across the nursery enables them to provide children with enriching play opportunities to develop all aspects of their social, emotional and educational skills, spark their curiosity and expand their horizons. An inclusive environment has been created which clearly shows that each child matters.

Since taking over this nursery the management team and staff have worked tirelessly to develop all aspects of the premises. These are extremely well-organised and both the indoor and outdoor space is successfully arranged to maximize the play opportunities for children. This leads to the extensive, imaginative, vibrant and safe environment the children enjoy. Excellent use of low-level storage units enables children to develop independence and contribute to the safe organisation of their own environment. For example, as children help to tidy away their resources. Morale is very high and staff demonstrate extremely high levels of enthusiasm and dedication to the continued success of the nursery.

Exceptionally well-organised records and documents ensures children's welfare and enables parents to play an active role in their child's care. All staff are committed to the continuous evaluation and improvement of their practice. A robust self-evaluation folder has been developed covering all aspects of their practice across the National Standards. This enables the management team and staff to continually evaluate and move their practice forward implementing changes for the better. A system is in place to record any complaints, and procedures are met in a robust manner. The management team, across both of the registered nurseries in the group, work closely together to revise policies and procedures and to ensure these are implemented throughout. The management team have a robust and rigorous system in place to ensure the children are cared for by staff with appropriate qualifications and experience and a highly effective recruitment, induction and assessment system is an integral part of this process. High levels of support and pastoral care for staff are in place and this raises the commitment and dedication of the team which creates a happy and secure environment and happy contented children. Overall the children's needs are met.

Improvements since the last inspection

At the last inspection there were no actions or recommendations raised. However, a point for consideration was made. To continue to review and monitor current practice. The registered person ensures the nursery reviews and monitors their practice and a self-evaluation file has

been developed as an ongoing working document. This is an invaluable file used to assess and evaluate the care, play and learning for the nursery overall, to ensure each child can be cared for in a safe, welcoming, learning environment.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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